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AUTHOR McLean, Gary N.
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ABSTRACT

With funding made available by the World Bank, activities were undertaken in Bangladesh to enhance business management education and training. A model for management development was explained and carried through with the Commerce Faculty of the University of Chittagong. Steps in the model were as follows: (1) analysis of the current status of executive/management development, the business climate, and management development needs; (2) seminar design; (3) development of content and delivery methods; (4) implementation; and (5) evaluation. A review and critique were conducted of executive development programs at the Institute of Business Administration, the Bangladesh Management Development Centre, and the Faculty of Commerce, Dhaka University. Other activities included the presentation of a paper ("Bangladesh Experiences with a Model for Management Development") at the First National Conference on Entrepreneurship and Management Development, presentation of a seminar on writing case studies, and academic counseling. (Following the 20-page report are extensive appendixes, including the model for management/executive development, publicity materials, Executive Development Programme seminar handouts, and participant evaluation forms and responses.) (YLB)

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EXECUTIVE DEVELOPMENT PROGRAMS IN BANGLADESH
PHASE I, FINAL REPORT

A Component of the
World Bank/Bangladesh Management Education and Training Project

Funded through
Midwest Universities Consortium for International Activities
University of Illinois at Champaign

Gary N. McLean
Professor and Coordinator
Training and Development Program
College of Education
420 VoTech Building
University of Minnesota
St. Paul, MN 55108 USA

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INTRODUCTION

The World Bank has made available funding for the enhancement of business management education and training for several components of the management education efforts in Bangladesh, detailed in the World Bank "Staff Appraisal Report." The financial and directional aid was transmitted through the auspices of the University Grants Commission (UGC), which is the body that provides all funding to the several universities in Bangladesh for its authorized functions as prescribed in the by-laws and extensive operating rules and regulations for the universities.

The UGC in turn delegated certain responsibilities to the Business Management Education and Training Project (BMET). This Project has a contract with MUCIA, subcontracted to the University of Illinois at Champaign, for the administration of the provisions of services on the U.S. contractor's side. At the time of my arrival, the Project Coordinator was M. Safiullah, who has now retired, being replaced by Abdul Latif. The Resident MUCIA Representative with whom I worked most closely is Muzaffer Ahmad, who is also a professor at the Institute of Business Administration at Dhaka University.

HISTORY OF PERSONAL INVOLVEMENT

In the Fall of 1984 the Office for International Programs at the University of Minnesota circulated a notice provided by MUCIA requesting applications for consultants in five different areas of management education. I was interested and expressed my interest in two different areas--case study preparation and research. In November I was informed that Dr. Ahmad would be meeting with a small group of interested faculty for dinner. I participated and after informal discussion of my role as Coordinator of the Training and Development Program at the University of Minnesota, Dr. Admad expressed interest in having me work in the area of curriculum and pedagogy or in the area of Executive Development Programs (EDP). There was considerable confusion in the following correspondence between myself and Dean Zimmerman, the Project Director at the University of Illinois at Champaign. Eventually, in April, 1985, I received a letter indicating that I had not been a successful candidate. This apparently came as some surprise to the Bangladesh project people as they had specifically requested that I be contracted.

Then, in July of 1985, I received a telephone call from Dean Zimmerman asking me to accept a one-month contract to work in Bangladesh on EDP, indicating that I could go anytime prior to the end of December. Again there seemed to be confusion. When I arrived in Bangladesh, I found that they had requested me for a three-month assignment beginning in September. This lack of coordination from the U.S. side seemed to be a fairly common occurrence in the project. I accepted the proposed contract and began working to prepare for the assignment.

PRE-TRIP ACTIVITIES

The first thing I wanted to do was review the objectives for the assignment. I was told that they had none in Illinois, though I later did review such a letter sent from Bangladesh to Illinois. I was thus left preparing for "Executive Development Programs" without a clear understanding of what would be expected of me.

I did have access to several of the reports that had been submitted by earlier consultants. They were extremely helpful in setting the stage regarding the BMET Project, the university environment, the Commerce faculties, typical work days, and some of the cultural components of the assignment. I found the report by Loren E. Waltz of Indiana University at South Bend to be of particular interest as his assignment was also in executive development programs. Unfortunately, however, I had available only a summary report rather than his final report. Dr. Waltz's report contains observations on the problems in the environment that make EDP difficult: internal politics among the faculties, poor pay of faculty, lack of support for EDP by higher bodies within the universities, physical facilities available, and so on. Dr. Waltz worked under the restriction of one week (or less) in each location, so actual work towards an EDP program could not be begun. The Project team in Bangladesh were disappointed in the report--they felt that they were already aware of the problems and wanted help in overcoming those problems (or in spite of those problems). That is why I was requested to come in spite of the fact that the "position" for EDP had been used up.

In addition to this, I also made appointments to talk with personnel at the University of Minnesota who are involved in executive development. I spent some time with Terry Henry, the Program Director of the Continuing Management Education program. He shared a number of materials with me, including a major market research report conducted for his program. I also spent some time with Norm Chervany, Director of the Executive Development program at the University of Minnesota. Further, I located a number of materials that I have accumulated on EDP--articles, mailings, and materials. I reviewed the text that I use in my Management Training Practices course (Charles E. Watson, Management Development Through Training, Addison-Wesley, 1979). I also pulled together materials that I thought might be helpful, though this was very difficult without a clear understanding of my objective. One item included was a model that I had developed for use in management development. (This later proved to be one of the most useful items for me to have brought.) Finally, in addition to all of the details involved in going to another country (passport, visa, medical concerns, packing, etc.), I talked with as many people as I could who were knowledgeable about Bangladesh. I was especially appreciative of the time given to me by Winn Oberg, a management professor at the Universty of Michigan, who had just returned from an assignment with the Project in Bangladesh. I also talked with a Bangladeshi student at the University of Minnesota, Shafi Khled, and friends who had spent many years in Bangladesh on the Rural Electrification Project.

OBJECTIVES

The first item on my agenda upon arrival was to clarify my objectives. There were two:

1. To work with the Commerce faculty of the University of Chittagong to explain and carry through my model for management development, to include the offering of at least two, two-day Executive Development seminars. (Originally, they had hoped to have this accomplished for Dhaka and Rajshahi Universities, also. But because my stay was for just one month, the decision was made to concentrate on one location only. Further, the Project had not been informed of my arrival, so some fast planning had to take place.)

2. To review and critique the Executive Development programs offered by two government agencies--the Institute of Business Administration (IBA) of Dhaka University and the Bangladesh Management Development Centre (BMDC)--and by the Faculty of Commerce, Dhaka University.

My proposed program of activities is shown in Appendix 1.

As steps were taken to accomplish these objectives, other objectives emerged:

3. To assist a faculty member from the University of Chittagong in presenting a one-day seminar on "Managing for Excellence in Bangladesh" to a group of executives at the Petroleum Corporation Training Centre in Chittagong, and to repeat a condensed version of the seminar to the Chittagong chapter of the Institute for Cost and Management Accountants (ICMA).

4. To present a paper on "Bangladesh Experiences with a Model for Management Development" at a National Conference on Entrepreneurship and Management Development in Bangladesh, co-sponsored by the Bureau of Business Research of the University of Chittagong and the Asia Foundation of Dhaka.

5. To present a workshop, with Muzaffer Ahmad, to a group of executives from Pfizer Laboratories (Bangladesh) Ltd. in Dhaka on writing case studies and then work with them to develop a set of cases to be used in Executive Development programs throughout Bangladesh.

6. To counsel with faculty members regarding educational opportunities for them in the United States.

The actual activities participated in, in detail, are shown in Appendix 2.

OBJECTIVES 1 AND 3: THE MODEL

The model used, as revised following interviews and observations in Bangladesh, is shown in Appendix 3, in both basic and detailed format. The original model was a major modification of a model initially developed by Richard A. Swanson of the University of Minnesota for his Training Technology Project. The model was presented to the faculty from the University of Chittagong, who had been identified to work with me (Abdul Mannon, Amal B. Nag, Dr. Md. Mainul Islam), and we began working through the model. The model was later presented to the entire Commerce Faculty of the University of Chittagong.

1.0 Analyze

In many ways the analysis phase was the most difficult because it required that we know the current status of executive/management development in Bangladesh, the business climate, and management development needs. This task was accomplished from available literature, the faculty's experiences, and through extensive interviews with executives, academics, training directors, and government and agency personnel. We also had an opportunity to visit a number of manufacturing and processing facilities to observe "business in action."

From the accumulated data, we discovered that current executive/management development is taking place, as in most countries, in a number of ways:

1. The most frequently cited was on-the-job training. Graduates with Commerce (primarily Accounting, Finance, Management, Marketing), Engineering, or General degrees are hired, acquire some practical experience, and are moved into management positions; or they acquire their experience after being placed in a junior management position. They then learn management skills from experience and from whatever guidance their managers can provide on the job. Many managers have acquired their positions through heredity, i.e., their fathers started the business.

2. Within multinational corporations and some other organizations, such training often takes place outside of the country, especially in the United States, Great Britain, and India. The problem with such training is that it is not geared to the business, cultural, social, and political climate of Bangladesh, so much of what is learned is not directly applicable to the job setting.

3. Some companies offer technical training to their junior managers through internal training departments, but only occasionally do such departments offer seminars or workshops in generic management skills (such as Time Management), as they do not feel competent to do so and because there are too few managers at one time needing training in a specific skill area.

4. Some companies have attempted hiring in managers who are in-country MBA graduates. This has not generally been successful for a variety of

reasons: the graduates are impatient to move directly into upper management without paying the price of learning the business; graduates have moved directly from their undergraduate degrees to their MBA's, thus having no practical experience other than what is acquired during internships; very few standard Bengali (the language of instruction) texts exist, and those that do are outdated (scientific management is still held out to be the preferred approach); employees with much knowledge and experience with the company, but without a degree, resent the MBA's, with no knowledge of the business, being put in positions of authority over them; if their supervisor does not have an MBA, the MBA may ignore the supervisor's direction; and there is a feeling that their instructors have only a theoretical understanding of business, with limited practical experience. In contrast, because of competition for admission, MBA students tend to be very bright, and internship requirements are providing some practical experience.

5. Both IBA and BMDC offer executive development courses that run generally two weeks to three months and longer. Companies who have used these offerings had mixed responses. Some of the courses were found to be very good; others were much less satisfactory. Some of the concerns they voiced included (see also Objective 2): the courses were too long and companies couldn't afford to have their managers gone for such a long time; the instructors were too theoretical, ignoring or not being aware of the reality of the business environment in Bangladesh; generally only one mode of instruction used (lecture); offerings are based on what they want to offer rather than what business needs; insufficient long-range scheduling is done, and when it is, it is followed inconsistently, so business participation cannot be planned; and so on. Several executives commented that both organizations do a good job with the foundations of management but offer little beyond that that would be specific to an industry or include higher-level management skills.

6. There are some private institutes that offer management development programs, such as Bangladesh Project Management Institute; Rapport Bangladesh, Ltd.; and the Institute of Personnel Management. These organizations tend to be more involved in consultation than in management development programs, though all do offer such programs. Few executives volunteered information about these institutes in the needs assessment process, but the observations shared were very positive.

Our observations and interviews also led to some conclusions about some specific ways in which the business climate in Bangladesh differs from that found in the United States:

1. Bangladesh is in transition from nationalized industry to privately owned industry, with the government still heavily involved in many industries, e.g., jute, textiles, petroleum, banking, iron and steel, and transportation.

2. Influence, including government, family, and friends, is a powerful business force. We heard many stories of gross inefficiencies and unethical practices that were well-known but permitted to continue because of the contacts these people had. While it is true that such practices are found in business throughout the world, such practices are not as obvious in the

United States as in Bangladesh.

3. Smuggling (in and out) and the black market are strong forces affecting business and business decisions in some industries, e.g., quality cigarettes and cattle are smuggled in for local use; gold, electronics, and "used" clothing are smuggled in and out in transit; and cosmetics and medicine are smuggled out in barter for rice.

4. Bangladesh's exports are at the mercy of major importing countries like the United States and Great Britain. For example, the recent decision to impose a quota on the import of low-cost textiles (especially shirts) by western nations has had a crippling impact on Bangladesh's employment and foreign exchange earnings situation.

5. In an effort to overcome serious balance of payments problems, the government has imposed heavy duties on imports, including machinery and spare parts. The result is that capital costs are very high, and many industries continue to operate with outdated technology; or under-invoicing results in efforts to limit the amount of duties assessed.

6. To provide capital for more speculative investments, some business people have used over-invoicing to support more extensive loans from the banks.

7. Bangladesh's official position is one of non-alignment. During its early years (1971-5) it relied heavily on the Soviet Union, India, and East Europe. Since 1975 it has relied almost exclusively on the West and the Middle East, even when cost efficiencies are sacrificed.

8. Bangladesh's export business is almost entirely based on added-value, with very few raw materials of its own. Textiles, for example, rely on the imports of cotton; an emerging steel fabrication industry relies heavily on imports and scrap obtained from old ship breaking. It is able to export some sea products (shrimp and dehydrated fish), tea, and its largest natural product, jute--though the market for jute is badly depressed by competition from synthetics. Exports are also inhibited by unnecessary bureaucratic processes. The largest earner of foreign exchange has been the export of manpower to the Middle East, as workers send their pay home to their families.

9. Because of the high inflation rate (officially quoted at 14% a year, though unofficially assumed to be at least 20%), there is little incentive for people to invest in business. Further, because of the country's poverty, there is meager savings capability.

10. Bangladesh continues to have a high rate of illiteracy--74%. Literacy here means that a person can sign his/her name. Functional illiteracy, therefore, is much higher. Only 56% of primary-aged children attend school at all, and less than 5% of the population graduates from college.

11. For nationalistic reasons, Bengali has replaced English as the mode of instruction. Yet English remains the language of business. As recent

graduates move into management positions, with serious deficiencies in English language skills, they are encountering difficulties. Managers educated during an earlier time have good English language skills.

12. Unskilled labor is abundant in Bangladesh and is generally available at low cost. The per capita income is about $100 a year (second lowest in the world after Bhutan). In a multinational pharmaceutical plant that we visited, that is generally perceived to pay very well, the minimum pay per month is Taka 1400 (about $42), with an average of Taka 2000 ($60). In a garment factory the monthly pay was Taka 600 ($18). Skilled labor (carpenters, masons, electricians, etc.) have mainly emigrated to the Middle East; such workers as exist in Bangladesh are very scarce and not very good. In addition, this shortage continues because there are not enough institutions where these skills can be learned.

13. There are few secretaries in business houses as we know them in the United States, and most of those are males. Executives are more likely to have a wide variety of office assistants whose job responsibilities include serving tea and running errands.

14. Working conditions are generally poor: usually no air-conditioning (in this tropical climate); leaking roofs, with subsequent puddles on the floor; poor lighting; poor enforcement of safety (no one in a textile factory wearing a mask, for example, in spite of numerous floating fibres and subsequent lung disease), etc. Male life expectancy is currently 44 years of age.

15. Nearly all executives and managers are male. During my time in Bangladesh, I met only one female manager--in the National Museum in Dhaka. While some females major in business, on graduation they are employed as teachers (kindergarten, secondary, college, universities), bank tellers, or data entry operators; or they marry and become housewives.

16. Child labor (though illegal) is very much a part of Bangladesh's economy, so much so that the government is considering primary schools at night for children working during the day. We saw 12-13 year old girls sewing in the garment factories; and even younger boys work on the farm and are cart pushers; from a very early age some children learn to beg.

17. Electricity, a key factor in a country's industrialization, is still limited primarily to urban areas, and its availability is uncertain. Almost daily there is an outage.

18. Public sector organizations (those owned more than 50% by the government) face an additional problem. Managerial decisions are subject to review and approval by a government bureaucrat. Persons in the bureaucracy are generally placed in their positions because of political connections, not because of expertise in the field. Further, these bureaucrats are frequently moved to different offices, sometimes after only a few weeks. Thus, decisions are made slowly and often by people completely unaware of the full implications of their decisions.

19. Efficiency is not necessarily a business objective in Bangladesh,

especially in public sector organizations. The social objective of providing employment often supercedes the objective of efficiency. This objective also contributes to top-heavy administrations.

20. An autocratic management style may predominate in both cultures but appears to be more prevalent in Bangladesh. Employees, and often managers as well, have little to no autonomy.

Based on our needs assessment process, several specific topics surfaced for executive development seminars. The figures shown in the parentheses are the percent of seminar respondents (n=76) who indicated their interest in the topic being offered as an EDP seminar.

(75.0%) Managerial Decision-Making
(69.7%) Employee Motivation
(53.9%) Management Information Systems
(50.0%) Job Planning
(47.4%) Employee Performance Appraisal
(39.5%) Strategic Planning
(39.5%) Training of Subordinates
(38.2%) Organization Development (One executive commented: "All the EDP in the world will be for naught until companies develop mission and philosophy statements, organizational objectives and individual job descriptions and employee objectives.")
(34.2%) Employee Compensation and Benefits
(27.6%) Working with the Government
(26.3%) Delegation
(23.7%) Microcomputer Principles and Applications
(19.7%) Supervision
(3.9%) Keyboarding (This concern was surfaced only by those persons who had some background in computers. Without such skills, interactive computer use--what managers really need--could never happen. Given the reliance of most executives on their office assistants to do so much for them, it is difficult to envision executives in Bangladesh acquiring this skill.)

There was also strong support for interaction between the academicians and business executives, both to provide information for the development of Bangladeshi case studies and for general interchange, with executives presenting current problems and the group brainstorming possible solutions. Business would benefit by being exposed to more options, hopefully resulting in better decisions, and academia would benefit with a more realistic, practical perspective of management problems. An executive development diploma program may also be an attractive offering to business executives, especially managers at lower ranks.

On the basis of this input, the immediate decision was to do two, two-day seminars for middle-managers and above across industry groupings--"Employee Motivation: What Works?" and "Managerial Decision-Making: A Look at the Options," and one, one-day seminar on "Managing for Excellence in Bangladesh," for top-level managers and executives. This later seminar was

also offered in a condensed version to the Chittagong chapter of the Institute for Cost and Management Accountants of Bangladesh.

2.0 Design

Our extensive needs assessment gave us a pretty clear picture of the learner characteristics, and we had a pretty good idea of our constraints--we had no budget and just two weeks to complete the entire model. Fortunately, a business training executive offered his training facilities to us, as well as his office staff.

The faculty members working with me were competent in the subject matter and enthused by the project. We reviewed the need to have objectives written from the learner's perspective in observable terms and developed three-four objectives for each seminar. Seminar descriptions and titles emerged quickly from the objectives.

Because of the almost impossible time constraints, we had to deviate slightly from the model. If we were going to have participants, we had to get our publicity out immediately. So, with information about the seminars from the descriptions, and with what legwork we had accomplished on facilities, we put an information sheet (flyer) together ourselves (see Appendix 4). It was nothing fancy--I typed it myself. But it was attractive and complete and would do the job. Along with a letter from the Dean of the Commerce Faculty (see Appendix 5), the flyer was sent to all executives with whom we had visited, hand delivered to executives later visited, and given to participants in the two "Managing for Excellence" presentations. A mailing to a selection of managers taken from the Chittagong Chamber of Commerce directory would likely have increased participation, but initial responses indicated that more people were planning to attend than the facilities could readily accommodate. A press release was published in the local newspaper (The Daily Life) the morning of the first seminar (see Appendix 6). Only two days' advance notice was given to the participants in the first seminar, and less than one week's notice to participants in the remaining seminars.

3.0 Develop

Continuing with the model, we next turned to the development stage. As a team we developed a list of the content to be included in each of the three seminars and then sequenced the content. We spent quite a bit of time with identifying delivery methods, so we would be sure to include a variety of approaches. Generally, we settled on lecture, large group discussions, small groups (called syndicates in Bangladesh), case studies, and brainstorming. Media, while desirable, were unavailable, as also was the equipment for using them (e.g., no VCR).

Once we knew what we wanted to do and how, we next had to develop our instructional materials. For each seminar we developed a handout (see Appendix 7), which included the seminar description, seminar leaders, seminar objectives, a schedule of activities, and a detailed outline of the

material to be presented. In the process of developing the handout, we incorporated each of the delivery methods identified.

The next problem was that there were no cases available based on the Bangladesh business environment. Could we develop some during the time available? I was convinced we could, though my colleagues were skeptical. During our needs assessment, many executives indicated their willingness to work with faculty on developing case studies. So we followed up on those offers. The outcome was that we identified one printed case based on an industry in India, which we felt was close enough to the situation of Bangladesh to use, and we developed eight case studies on our own--more than we could use in the seminars, but they would be available for use in other management development activities within the country. (These cases are contained in a separate publication, Case Studies for Management Development in Bangladesh.)

No special reward system was developed, though we felt that several of those identified in the model would apply. For determining learner performance at the conclusion of the seminars, a self-assessment questionnaire was developed (see Appendix 8). This questionnaire would also contain their reactions to the seminars and provide quantifiable data regarding needs assessment information. A telephone interview guide was developed for followup of participants three months after the completion of the seminars (see Appendix 9). Informal measures were also available to us, such as the quality of the participants' involvement within small groups and the large group.

Finally, with all of the development pieces in place, we reviewed what we had, made some minor changes, and moved to the implementation stage.

4.0 Implement

Because of our timelines, described under 2.0 Design, the marketing plan had already been developed and carried out. We were able to get newspaper coverage for the first seminar on "Managing for Excellence in Bangladesh" (front page picture and story in the Daily Life; see Appendix 10). This coverage attracted others to the following seminars. All arrangements were completed with the cooperation of the Bangladesh Petroleum Corporation Training Centre and its chief training coordinator, Azhar-ul Islam. Included in the preparation was a huge banner announcing the three seminars, shown in the picture in Appendix 10. The seminars were then presented, with 50, 40, and 33 registered participants, respectively. Registered participants and their organizations are listed in Appendix 11.

During the delivery stage my personal observations revealed some marked differences between my style and the styles of the faculty members from the University of Chittagong. For example, in each of the three seminars we used small groups (or syndicates). The question arose as to how to have the groups formed. My response was to let them form their own groups, simply ensuring that no group was made up of people from one organization. When there was some resistance to this in the first seminar, the response by the University of Chittagong faculty member was to assign people to groups--a

process that took 18 minutes! At the second seminar, I again gave instructions for the members to form their own groups. Even before there was resistance, the University of Chittagong faculty member said that that would not work and suggested assigning people. This time I intervened; after all, these people were executives. Surely they could do something as simple as form small groups. And within three minutes everyone was in a group.

I also found a distinction in the role that the faculty and I perceived ourselves to be filling. While I see my role, especially in executive development, as a facilitator whose role is to get the wisdom and knowledge of experience shared, there was reluctance on the faculty's part to involve the executives. They clearly felt much more comfortable with giving information, even though that information at times was irrelevant to the concerns of the executives. When participants began asking questions, the faculty were clearly uneasy, wanted to get back to their lecture notes, and often interrupted the participants. At no time during the second and third seminars did the faculty invite questions or observations from the participants.

As indicated earlier, the perception of many executives is that faculty members understand theory but do not have the practical experience. My conversations with faculty members, at least those with whom I worked, did not support this conclusion. Rather, it is my observation that faculty members do not feel comfortable nor compelled to make their lectures practical. When I lecture, I try to incorporate an example from the business world for each point that I make, and if there is no example, I'm going to think very carefully about whether the point I want to make is relevant to an executive development seminar. That seems not to be the process used by the faculty here. In providing examples of quantitative decision-making, for example, the response to questions asked by participants about how to use the information was: "You don't need to know that--the computer will give you the answer." The fact is that almost none of the seminar participants has access to computers!

5.0 Evaluate and Control

Formative evaluations (during the seminar) took place in discussions between the seminar leaders at the conclusion of the first day when the seminars lasted for more than one day, with adjustments made as deemed necessary. Further formative evaluation took place in informal conversations with the participants.

As indicated in section 3.0 Develop, a self-assessment instrument was developed to provide summative (at the end of the seminar) reactions. On a 5-point scale, the evaluations ranged from a low average of 3.9 to a high of 4.7. The evaluations for each seminar are shown in detail in Appendix 12. In general, the participants responded very favourably to those activities that permited them input into the learning process--the case studies, the syndicate (small group) work, and the large group discussions. Even when my presentations are highlighted, I am convinced that that is so because of the numbers of actual examples used and the permitted interaction with

participants. Almost universally the major item highlighted for improvement was the need for more time. People felt that they needed more case studies, more discussion, and more examples--all of which require time. Participants in the third seminar were concerned that the seminar was not geared more directly to the Bangladesh situation. While two hours were set aside for this specifically, the faculty member did not address that topic very directly. It is particularly clear from the evaluations that the case studies, all based on Bangladesh industries, were very much appreciated by the participants, and they wanted more! I am hopeful that the faculty will pursue this avenue with vigour in all of their management education. The leaders also met at the conclusion of each seminar to evaluate the seminars and make recommendations for improvement. Finally, a summative evaluation based on learning and behaviour will take place with a telephone interview conducted by the Bureau of Business Research at the University of Chittagong (Appendix 9).

Conclusions

While there is no way of knowing at this point whether the Commerce faculty at the University of Chittagong will follow up by offering any of these seminars again, or by offering other executive development seminars, it is clear that:

1. Business executives want and need an executive development program in Chittagong.

2. Business executives will participate in large numbers if they feel that what is offered is of value to them.

3. Business executives are willing to work with academics to provide information to be used as the basis for developing case studies and problems, and to provide facilities for seminars.

4. The Commerce faculty at the University of Chittagong have the competence to offer executive development programs, if they have the confidence and are willing to work on their presentation styles.

5. Incentives and encouragement need to be available to the faculty to entice them into involvement in executive development programs.

6. Involvement in executive development programs will also strengthen and enrich the regular curriculum in which the faculty are involved.

Recommendations

Chittagong University needs to consider the following recommendations:

1. Offer at least one EDP a month. With four areas (Accounting, Finance, Management, Marketing), that would be three per year per area.

2. Investigate the possibility of establishing an Institute of

Business Administration in Chittagong.

3. Conduct the three-month follow-up evaluation of the seminars conducted.

OBJECTIVE 2: OTHER EDP PROGRAMS

The second objective called for a review and a critique of Executive Development programs at the Institute of Business Administration (IBA), the Bangladesh Management Development Centre (BMDC), and the Faculty of Commerce, Dhaka University. This objective was not given much time in the development of my program of activities. Early in my visit to Bangladesh I met individuals from each of these three programs, and at the end of the visit I spent only a few hours with each program. Nevertheless, throughout all of my visits, I asked executives to share with me their responses to the programs offered by the three institutions. What follows, then, will be a brief description of the programs offered, a critique of the program, and specific recommendations, particularly as they apply to the model described in the lengthy section, above.

Institute of Business Administration (IBA)

Description. The Institute of Business Administration (IBA) is attached to Dhaka University, and its faculty are Dhaka University faculty. The Institute is also responsible for an MBA program, graduating its first students in 1968. In its early years, several faculty members were from the United States (Indiana University). This involvement ended with the War of Liberation. In 1975, the first short course listed in the executive development program (EDP) was offered. As the focus of this report is on executive development, the balance of this section will deal only with the EDP components of IBA.

In the beginning IBA's EDP courses were focused primarily on supervisory and middle-management personnel, as the demand was great for such training to fill the voids left by the withdrawal of the West Pakistanis. Recently, however, IBA has made a concerted effort to offer more upper-level executive courses. Many efforts are supporting such a direction: a number of courses are being offered with joint sponsorship (such as the recently included, very successful microcomputer workshop co-sponsored with BEXIMCO); courses are of a short duration (3-4 days maximum) rather than extended; courses are being directed toward specialized (e.g., policy, long-range planning) rather than foundational; and plans have been made to refurbish one or two rooms as appropriate for executives, including air conditioning.

IBA has an EDP Committee, currently chaired by G. Fazlul Karim. A formal needs assessment was conducted in 1975, but since then only informal interaction with executives has provided input into the needs assessment process. In addition, however, IBA frequently responds to industry associations or specific companies to develop courses for them, in which

case detailed internal needs assessment is conducted. Each course is evaluated by participants using a reaction form at the conclusion of the course. This information provides a basis for course revision.

Executive Critique. Executives interviewed had a very positive view of IBA as a provider of supervisory through middle-management courses. The executives were not aware of the newer emphasis toward upper management.

Concerns were expressed about the lack of practical orientation among the faculty. This is a concern that appears to have been addressed to some extent by IBA. Efforts have been made to have the university accept business experience in lieu of teaching experience so that executives could be hired as university faculty at a rank commensurate with their position. So far, the university has not accepted this perspective. But other efforts are underway. Senior faculty are involved in business consultations (though often of a project nature), research, and, recently, the writing of case studies. Junior faculty are assigned to work with senior faculty in these activities. In these ways, much practical business experience has been, and continues to be, gained. Efforts have been made to include executives as guest speakers, though not very successfully because of executive reluctance--lack of time, fear of speaking, lack of teaching skills, and inhibition due to lack of an MBA or understanding of management theory.

Another concern of executives relates to a lack of a yearly schedule. While IBA has attempted this in the past, its course coordinators have resisted because they do not wish to commit that far in advance. They have just succeeded in producing a schedule for fall quarter. Likewise, while acknowledging the need for an annual report, the coordinators have not seen it as a high enough priority to submit the information needed.

Consultant Observations and Recommendations: IBA has many strengths and seems well aware of areas in which improvement is desirable. Good efforts are underway to strengthen the EDP thrust. My recommendations may be limited by the resources available, both in faculty time and finances. My recommendations to IBA are:

1. It has been ten years now since a formal needs assessment has been done; it is time for another such study to be conducted, perhaps in cooperation with BMDC.

2. An advisory committee is needed consisting of managers from several sectors and different levels of responsibility. Such a committee could serve functions of curriculum review, new course/seminar instigation, case study resources, equipment and facilities recommendations, faculty recruitment, publicity review and suggestions, and so on.

3. As curriculum is rewritten and updated, attention needs to be given to objectives, to ensure that they are written in behavioral terms from the perspective of the learner rather than the instructor. At the same time course descriptions need to be more interesting and informative.

4. Continued effort needs to be given to convincing Dhaka University officials to count business experience in determing faculty rank to permit

the hiring of experienced executives as professors. Existing professors need to continue looking for additional ways to get extended business experience (e.g., a group meeting with a group of executives in "brainstorming" problem-solving sessions every other week for a year).

5. An appropriate mechanism needs to be found to encourage course coordinators to develop a yearly schedule and then stay with that schedule as much as possible. Managers need this advance notice to develop their annual training plans.

6. Persistence is needed to incorporate executives into coursework as instructors/guest speakers. Executives might be more willing to be involved if a team approach is used, where the faculty member and the executive work through an entire, short seminar together. Another source of good speakers from the business world might come from the growing numbers of public and private sector trainers.

7. The Bangladesh Society for Training and Development (BSTD) appears to be a growing, strong organization with much potential within management development. IBA can and should be playing a major role in this organization.

8. Evaluation beyond participant reactions is needed. Cooperation needs to be given to a graduate student to conduct a follow-up evaluation study, or a project needs to be funded that would explore at least perceptions of both learning and behavior changes resulting from training.

9. More short-term courses (2-3 days) are needed to attract executives to EDP.

Bangladesh Management Development Centre (BMDC)

Description. The Bangladesh Management Development Centre (BMDC) was established in 1961. It is now an autonomous institute with a Board of Governors within the Ministry of Industries. The Centre has three basic objectives: to provide day and evening in-service management training to managers across industries and sectors as well as in specific industries and organizations, on request; to conduct research in management and management development; and to provide consultancy services. The Director General is responsible for the overall administration of BMDC as well as the activities of the Dhaka Centre. There are two Deputy Directors, each responsible for one of the sub-centres at Chittagong and Khulna. In 1983-4, BMDC offered 199 courses to 1,844 participants. Two post-graduate diploma programs are offered--Personnel Management and Industrial Management. The Personnel Management diploma has just been added to the Chittagong Sub-Centre; the other is scheduled to be added next year. The BMDC has its own facilities in Dhaka. A yearly schedule and an annual report are both nicely printed.

Originally the focus was on supervisory and first-level management. Some changes are occurring, however, with middle-management training at 50%, upper-level management at 20%, and supervisory training at 30% and declining because of the increasing amount of such training occurring in-house. The

Centre has also begun a "Train the Trainer" program. A major needs assessment study was conducted in 1982 and has been used extensively. Current instructional approaches include case studies, discussion, syndicates (small groups), and media. The BMDC is an active member of the BSTD. Except for the senior staff (who began in the '60s) and the very junior staff, all faculty have practical experience. Course reaction forms are used to evaluate all courses.

Executive Critique. Executives responded to BMDC in a way similar to their response to IBA--in fact, many executives chose not to, or could not, distinguish between the two programs. BMDC does not have an image of an executive development program--apparently the new emphasis toward EDP has not yet widely impacted on BMDC's reputation. Their response to the job being done at the lower levels of management is quite positive, in general, though there is some perception that the BMDC programs are not as rigorous as they once were, a reason why some companies (especially multinationals) are turning to in-house training. While there is also a perception that its faculty do not have practical experience, this does not appear to be valid, with some exceptions. It may be a problem of faculty not sufficiently incorporating their practical experience into their classes.

Consultant Observations and Recommendations. The BMDC program for executive development appears to be the most advanced in the country. There are some concerns that exist. There continues to be the need for more advanced, specialized executive development courses. The existing courses need updating, especially as they relate to the objectives (non-behavioral and written from the perspective of the instructor) and the descriptions (uninteresting and non-informative). The Centre is having some difficulty keeping their staff because they are good and highly competitive salaries are being offered to hire them away. Finally, there remains a need for more on-the-job evaluation to take place.

Specific recommendations include:

1. With the move towards increased executive development, a new needs assessment study should be conducted, perhaps in cooperation with IBA.

2. An advisory committee is needed consisting of managers from several sectors and different levels of responsibility. Such a committee could serve functions of curriculum review, new course/seminar instigation, case study resources, equipment and facilities recommendations, faculty recruitment, publicity review and suggestions, and so on.

3. As curriculum is rewritten and updated, attention needs to be given to objectives, to ensure that they are written in behavioral terms from the perspective of the learner rather than the instructor. At the same time course descriptions need to be more interesting and informative.

4. At minimum, a telephone followup evaluation of a sample of previous participants needs to be conducted as part of the summative evaluation.

5. If salaries cannot be raised to keep the good faculty members, perhaps there are other benefits that can be improved so that it is not as

tempting for good faculty to leave. This possibility should be explored.

6. Continue to encourage faculty to acquire all of the practical experience they can, particularly junior faculty.

7. Conduct a "Train the Trainer" program for BMDC staff and other interested persons (perhaps with the help of a World Bank consultant), especially to improve on the ability to incorporate practical illustrations into classroom presentations.

8. Careful attention needs to be given to the appropriateness and sufficiency of computer software and equipment needs for classroom instruction, as computer use in Bangladesh increases.

9. An improved student reaction form is needed that will be easier to complete, easier to summarize, and will give more useful information.

10. More short-term courses (2-3 days) are needed to attract executives to EDP.

Dhaka University

Executive Development History. Dhaka University's Faculty of Commerce are located in four departments--Accounting, Finance, Marketing, and Management. The first executive development course--Finance for Non-Financial Executives--was offered in 1975. That course and others were then offered periodically and successfully through 1980, at which time there was an unscheduled closing of the University. Since that time, the executive development focus has remained dormant.

Under the World Bank Project's impetus, an EDP coordinator has been appointed in each department with an overall coordinator (Habibullah). Recently, a proposal for a post-graduate diploma for managers, to be offered in the evenings, was turned down by the Academic Council. Apparently there were insufficient contacts made before the matter came to a vote.

At the time of my last visit the faculty committed to three actions to be taken within the next three months:

1. To draft a set of rules within which EDP in each department would operate uniformly. The above named EDP committee was given this responsibility.

2. To resubmit the proposal for an evening diploma following discussions with appropriate faculty prior to the vote.

3. To offer at least one EDP seminar.

Recommendations. This consultant's recommendations are:

1. UGC needs to followup by the end of December to determine whether the three-month objectives have been reached.

2. An evening option, as a part of faculty load, is essential--space facilities are more available, executives will not have conflict with work requirements, and faculty will improve quality as they increase their contact with business executives.

3. The faculty should consider a proposal to the University to receive similar treatment to that granted to the Institute for Business Administration. For that to occur, it may be necessary for a separate organization such as a School of Business.

4. In preparation for the next EDP consultant visit, each department at minimum should conduct a needs assessment and construct case studies for the seminars identified. Such seminars can then be offered for feedback during that visit.

OBJECTIVE 4: NATIONAL CONFERENCE

On September 13, I presented a paper on "Bangladesh Experiences with a Model for Management Development" at the First National Conference on Entrepreneurship and Management Development in Bangladesh co-sponsored by the Faculty of Commerce of the University of Chittagong and the Asia Foundation in Dhaka. The paper was based on an early draft of the section of this final report based on the model. Approximately one hundred participants were in attendance, including academics and business people. A press release news report announcing the conference is shown in Appendix 13.

Recommendation: This conference is an excellent example of the Commerce faculty at the University of Chittagong reaching out to create a bridge with the business people in Bangladesh. They are to be commended for the effort and encouraged to continue the conference on an annual basis, as currently planned, with more involvement of executives in the planning and presentation stages.

OBJECTIVE 5: CASE STUDY SEMINAR

On September 15, Dr. Muzaffer Ahmad and I met with five executives from Pfizer Laboratories (Bangladesh) Ltd. to present a seminar on writing case studies. (See Appendix 14 for an outline of my portion of the presentation.)

By the end of the seminar, the commitment had been made to do two case studies and have them reviewed by Dr. Ahmad and myself for feedback. Their goal is to write three-four major cases and 10-15 minor cases before the end of 1986. Their interest, primarily, is to use the cases in their in-house management training, though with some slight changes they can be used more broadly.

Recommendations

1. The commitment of Pfizer to permit the cases to be used beyond their own organization needs to be confirmed before more energy is committed to working with this project. If they meet their goal, a considerable amount of time could be expended in reviewing that many cases.

2. Dr. Ahmad needs to follow-up by the end of October to determine the status of the cases under development if they have not yet been received for review. Further assistance may be needed at that point to move the process forward.

OBJECTIVE 6: ACADEMIC COUNSELLING

As outlined in Appendix 2, I met with a number of people to talk with them about academic pursuits in the United States and to review/advise on research projects. I will follow up with letters, phone calls, and conversations, as needed, to provide the information requested.

POST-TRIP ACTIVITIES

Several project related activities occupied several days of post-trip time, including:

1. Completion of the final report, monitoring of final typing, and proofreading and duplicating of final report.

2. Completion of the case study publication, monitoring of final typing, and proofreading and duplicating of final report.

3. Follow-up of requests for information regarding admissions, visiting professorships, immigration, etc.

4. Provided sample curricula and lists of software, wrote letters to software companies, and so on, in response to specific requests.

ADDITIONAL RECOMMENDATIONS

The following recommendations are offered in addition to those recommendations made previously in this report.

To the Government of the People's Republic of Bangladesh

1. High priority needs to be given to executive development of the bureaucrats in the Ministries of Industry, Commerce and Finance. Ideally, this training would take place wih executives so there could be an open exchange of mutual perspectives. (See the editorial, "Quality Management,"

from The Bangladesh Observer, September 5, 1985, p. 5, copied in Appendix 15.)

2. Further, the bureaucrats need to be in place for a sufficient period of time to understand the problems encountered by the people with whom they are working and the implications of their decisions. A professionalized civil service staff needs to be developed. The current policy of frequent transfers needs to be changed.

3. Delegation of authority by the Ministries is essential if managerial effectiveness is to occur. Otherwise, much of the EDP in the Public Sector will be wasted--managers will not have the freedom to exercise their newly developed managerial skills.

To University Grants Commission

1. An EDP consultant is needed to work with Rajshahi University on an intensive basis. Before the consultant comes, a needs assessment needs to be conducted and case studies written in the areas appropriate to the topics identified.

2. The government bureaucracy and labour unions need to be approached to determine their willingness to participate in the EDP efforts sponsored through the BMET.

3. A microcomputer consultant position should be considered to give advice specifically to BMDC re: equipment, curriculum, instruction, and especially software.

4. It would be helpful to have an EDP coordinator for the country to continue the impetus that has begun. Such a person should receive education in the training and development area, to improve that person's ability to consult in EDP with each of the faculties.

Appendix 1

PROGRAMME FOR PROFESSOR GARY N. McLEAN (CONSULTANT EDP)

20th August	Tuesday	Afternoon	: Arrival by BA 144.
21st August	Wednesday	8.30 a.m.	: Discussion with Project Coordinator.
		9.30 a.m.	: Call on Chairman, UGC.
		10.30 a.m.	: BMDC, Discussion with DG & Faculty.
		3.00 p.m.	: Meeting with Managing Director, BOL.
		4.00 p.m.	: Dhaka University Commerce Faculty.
		5.00 p.m.	: IBA Faculty for familiarisation and fixation of programme at each institution.
22nd August	Thursday	Morning	: Meeting with Business Executives at Dhaka (BTMC, BSCIC, BCIC, PFIZER, ETC.).
		Afternoon	: Meeting with Business Executives at Dhaka and visit to an enterprise.
23rd August	Friday		: Leave for Chittagong. Stay at Agrabad Hotel.
24th August	Saturday		: Meeting with Dean, Commerce Faculty to frame up programme at Chittagong.
			: Meeting with available Business Executives.
25th August	Sunday		: Meeting with available Business Executives along with attached Chittagong University, Commerce Faculty.
26th 27th August 28th	M.T.W.		: Holidays.
29th 30th August 31st	T.F.S.		: Meeting with available Business Executives along with attached faculty of Chittagong University and frame up program for Chittagong.
1st Sept.	Sunday		: Meeting Chittagong University Faculty and discuss EDP Model and identify

program for exploration.

2nd Sept.	Monday		: Followup in the field with identification of target population groups.
3rd Sept.	Tuesday		: Followup in the field with needs assessment of target population.
4th Sept.	Wednesday		: Design the content, course description, pedagogy.
5th Sept.	Thursday		: Finalise "Training" programmes and select one/two for launching the following week.
6th Sept.	Friday		: Holiday/contact possible Business House.
7th Sept.	Saturday		: Solicitation/Marketing of Course.
8th Sept.	Sunday		: Start program I
9th Sept.	Monday		: Continue and conclude program I including Evaluation by Participants, Faculty and (to be done later) by employers.
10th Sept.	Tuesday		: Start program II
11th Sept.	Wednesday		: Continue program II
12th Sept.	Thursday		: Conclude program II (including Evaluation).
13th Sept.	Friday		: Return to Dhaka.
14th Sept.	Saturday	Morning	: Overview of BMDC program for Evaluation
		Afternoon (3 p.m.-5.30 p.m.)	: Seminar Model for organising EDP at BMDC.
15th Sept.	Sunday	Morning	: Overview of IBA (8-10 a.m.) and Dhaka University Commerce Faculty (10-12 noon) EDP program for Evaluation.
		Afternoon (3 p.m.-5.30 p.m.)	: Seminar continues at BMDC.
16th Sept.	Monday		: Meeting at UGC for verbal presentation of Report.
17th Sept.	Tuesday		: Departure by BA 145.

Appendix 2

ACTUAL PROGRAMME OF WORK
for Gary N. McLean
(1985)

August 18-20:	Travelled from Minneapolis/St. Paul to Dhaka
August 20:	Met with Muzaffer Ahmad to discuss plans for the assignment
August 21:	With Muzaffer Ahmad: Met with the Coordinator from University Grants Commission (UGC), M. Safiullah, to develop programme Met with UGC Director, Dr. E. Bari, to obtain approval of proposed programme Met with Bangladesh Management Development Center (BMDC) personnel: M. Serajul Islam, Director General; Manzoor Murshed, Sr. Management Counsellor, Computer Service; M. Akhtaruzzaman, Management Counsellor, General Management Division Met with A. Hasanat Khan, Managing Director, Bangladesh Oxygen Ltd. Met with A.H.M. Habibur Rahman, Dean of Commerce, Dhaka University, and five faculty members Met with Hafiz G.A. Siddiqi, Director, Institute of Business Administration (IBA)
August 22:	Met with Lee Nehrt, another World Bank BMET consultant Met with M. Safiullah to have EDP model and programme typed Met with Abu Sayeed, Chair, Bangladesh Textile Mills Corp. Met with Mushfequr Rahman, Chair, Bangladesh Small and Cottage Industries Corp. Arranged for transportation to Chittagong Met with S.H. Kabir, Managing Director, Pfizer Laboratories
August 23:	Toured Olympia Textile Mills Met with M.A. Jalil, General Manager, Olympia Textile Mills, and five of his managers Began work on Pfizer Case Study Seminar Took night train to Chittagong
August 24:	Met with Azhar-ul Islam, Chief Training Coordinator, Petroleum Corp. Training Center Met with staff of Faculty of Commerce, University of Chittagong: Mohammad Aliimdad Khan, Dean; Amal B. Nag, Prof. of Acctg; A.J.M. Nuruddin Chowdhury, Assoc. Prof. & Chair of Mgmt; Md. Abdul Hye, Assoc. Prof. of Acctg; Md. Mainul Islam, Prof. of Mgmt; Abdul Mannan, Assoc. Prof. of Mgmt Met with Munirul Islam, General Manager, Meghna Petroleum Limited Met with Mahtabuddin Khondkar, General Manager, Sonali Bank

Met with N.W. Khandakar, Executive Director (Technical) and Kafiluddin Ahmed Chowdhury, Secretary, Bangladesh Shipping Corp.
Decision made to prepare three seminars: In Search of Excellence (1 day), Decision-Making (2 days), Motivation (2 days)
Prepared for evening session with three faculty to be associated with me in seminars
Met with two faculty members: Abdul Mannan (Excellence) and Amal B. Nag (Decision-Making). Md. Mainul Islam (Motivation) unable to attend. Worked through first two aspects of the model. Objectives and course descriptions to be completed by Thursday.

August 25:
Met with Mannan and Nag
Met with M.M. Ispahani, Director, Ispahani Enterprises, a holding company for several enterprises, including real estate, tea, shipping, etc.
Met with Habibullah Khan, Managing Director, and Md. Amin Ullah, General Manager, Meenhar Sea Foods, Ltd.
Met with A.K. Ghose, Manager, Meenhar Agencies, Ltd.
Met with G.M. Quader, Operations Manager, Jamuna Oil Co. Ltd.
Met with G.M. Chowdhury, Finance Director, Glaxo Bangladesh Ltd.
Toured production and inventory facilities, Glaxo Bangladesh Ltd.

August 26-8:
Eid Holy Days
Met with Mannan to work on "Excellence" presentation
Worked on presentations for the three seminars
Began work on project report
Began article based on the project

August 29:
Met all day with Mannan and Nag to review objectives and seminar descriptions, and to develop publicity
Drafted the information sheet (flyer)
Continued work on "Excellence" presentation

August 30:
Met with Dr. Islam to review the first two stages of the model and develop objectives; discussed his objectives for 3-month leave
Typed flyer
Typed article
Completed model

August 31:
Met with Islam of PCTC to arrange further visits
Met with A.M. Faruque Ahmed, Marketing Manager, and Ihsanul Haq, General Manager, Burmah Eastern Ltd.
Met with A.M. Khan, Finance Manager; M.A. Hasib, General Manager; and K. Gyasuddin, Supt. of Personnel, Eastern Refinery Ltd.
Met with Mr. Islam, Security Officer, and Tipu Ahmed,

Director, Chittagong Export Processing Zone. Reviewed display of long-term plans. Toured Regency Garments Ltd., a towel mill, and a Japanese chain manufacturing enterprise.
Met with Khurshid Anwar, Commercial Manager, and M.H. Sheriff, Technical director, Regency Garments Ltd.
Prepared letter about the seminars for Dean Khan's signature
Prepared for seminar on Executive Development Programmes for Commerce Faculty, Univ. of Chittagong

September 1:
Travelled to University of Chittagong
Met with Dean Khan regarding seminars
Presented seminar on Executive Development Programmes Model
Met with Fashiul Alam, Assoc. Prof. of Mgmt, to discuss his paper on Labour Unrest in Bangladesh to be presented at the national seminar on Sept. 13-4
Met with Moshahidur Rahman, Assoc. Prof. of Mgmt, to discuss his Ph.D. thesis proposal for Dhaka Univ. on Mgmt Development in Bangladesh
Met with Ismal, Nag, & Mannan to develop seminar outlines and pedagogy

September 2:
Met with Ali Akbar Chowby, Director of Personnel and Legal Affairs, and Board Member, Lever Bros. (Bangladesh) Ltd.
Met with Captain Jamilur Rahman Kahn, Director (Administration); A.N.M.A. Monin, Manager of Training; Md. Ghulam Rasul, CPO; and Captain S.M. Ashraful Islam, Board Member, Chittagong Port Trust
Met with Misbahuddin Khan, Vice-chairman, Dock Workers' Management Board
Met with Moshahidur Rahman (Chittagong Univ. Commerce faculty member) to discuss his Dhaka Univ. Ph.D. dissertation proposal. Will meet again to review revised proposal and discuss Ph.D. options in the U.S.
Met with K. Gyasuddin, Supt. Personnel, Eastern Refinery Ltd. to begin work on case study in motivation
Continued work on "Excellence" seminar

September 3:
Met with Md. Amin Ullah, General Manager, Meenhar Sea Foods Ltd. to develop case in decision-making; two resulted
Met with Azhar-ul Islam, BPCTC, to work out final arrangements for 9/5 seminar
Drafted two cases based on the Meenhar information and started a case based on research study conducted by Chittagong University Commerce faculty
Met with a representative from Institute of Cost and Management Accountants of Bangladesh (ICMA) to finalize arrangements for presentation on excellence on 9/7
Met with Nag to begin a case based on a pharmaceutical company

Completed the draft of the ceramic tile case
Developed evaluation/reaction form for "Excellence" seminar

September 4:
Met with Md. Amin Ullah of Meenhar Sea Foods to have him critique two cases
Completed the "Excellence" handout
Took handout and evaluation form to BPCTC for typing and duplication; visited briefly with Islam
Typed final copies of two case studies: Bangladesh Sea Products Ltd. (Parts 1 & 2)
Typed draft of Bangladesh Pharmaceutical Products Ltd. case
Reviewed Sishu Milk Products Ltd. case for appropriateness; will use without change
Met with Nag and Mannan to review evaluation form and handout for "Excellence" seminar
Reviewed Nag's outline for Decision-Making
Briefly reviewed the two cases now in draft
Continued work on "Excellence" presentation

September 5:
Conducted seminar on "Managing for Excellence in Bangladesh" with Mannan; 50 participants; evaluation very positive
Attended wedding of Commerce faculty member
Began reading for Motivation seminar
Began preparation for Decision-Making presentation
Began typing of Decision-Making handout
Summarized participant evaluations of seminar

September 6:
Met with Mannan to review and revise the Sanitation Products of Bangladesh Ltd. case on decision-making
Reviewed with Mannan the summary of the participant evaluations for the seminar on "Managing for Excellence in Bangladesh"
Wrote the draft of Towers (Bangladesh) Ltd. case
Typed the final copy of the Sanitation Products of Bangladesh Ltd. case
Typed the Managerial Decision-Making handout
Met with Nag to review the Decision-Making outline and to review the Bangladesh Pharmaceutical Products case
Met with K. Gyasuddin, Supt. Personnel, Eastern Refinery Ltd. on information for three cases
Typed the Bangladesh Pharmaceutical Products case, and three other cases, in final form

September 7:
Began work on the final report
Met with Dr. Islam to work out pedagogy and outline for Employee Motivation seminar
Met with Najmul Hug Chaudhury, Managing Director, International Tank Terminals (Bangladesh) Ltd. and International Oil Mills, Ltd.
Presented seminar on "Managing for Excellence in Bangladesh" at ICMA (Institute for Cost and Management Accountants of

Bangladesh) meeting

September 8:
Continued work on final report
With Nag, presented first day of Managerial Decision-Making seminar; 40 participants
Wrote paper for University of Chittagong National Seminar on Entrepreneurship and Management Development in Bangladesh: "Bangladesh Experiences with a Model for Executive Development"

September 9:
Wrote draft of article for The Cost and Management Journal: "Business-Academic Partnership for Improved Professionalism in Accounting in Bangladesh"
With Nag, completed seminar on Managerial Decision-Making
Summarized participant evaluations from seminar
Prepared Employee Motivation presentation
Met with Moshahidur Rahman to review his revised Ph.D. dissertation proposal for Dhaka University and to discuss Ph.D. options at the University of Minnesota

September 10:
Prepared and typed handout for Employee Motivation seminar
Typed final copy of article for The Cost and Management Journal
With Islam, presented first day of seminar on Employee Motivation; 34 participants

September 11:
Completed compilation of materials for case study publication
Continued work on final report
With Islam, completed seminar on Employee Motivation
Summarized participant evaluations from seminar
Met with Julian Gonsalves to discuss undergraduate business administration options in the United States

September 12:
Visited Section Steel Industries Ltd. (old ship breaking)
Visited A.G. Trading & Co. Ltd. (re-rolling mill)
Met with Shabbir Ahmed Chaudhuri of the Commerce faculty of Univ. of Chittagong to discuss MBA options in the United States
Prepared presentation for University of Chittagong's National Conference and proofread duplicated paper
Continued work on Final Report

September 13:
Attended first day of University of Chittagong's National Conference on Problems of Entrepreneurship and Business Management in Bangladesh.
Presented paper on "Bangladesh Experiences with a model for Management Development" at the above conference
Continued work on Final Report
Met with M.A. Matin, Senior Management Counselor and In-Charge, BMDC, Chittagong
Travelled from Chittagong to Dhaka by train

September 14:
- Met with M. Serajul Islam, Managing Director, BMDC
- Met with Hafiz G.A. Siddiqi, Director, Institute of Business Administration (IBA) and seven faculty members, including G. Fazlul Karim, EDP chair
- Continued work on Final Report
- Prepared notes for Pfizer Seminar

September 15:
- Met with Dean A.H.M. Habibur Rahman, Dhaka University, and six Commerce faculty members
- Discussed research on "Effectiveness in Banking Management" with Durgadas Bhattacharjee, Assoc. Prof. of Management, Dhaka University; will follow-up
- With Muzaffer Ahmad, presented case study seminar to S.H. Kabir, Managing Director, and four other executives of Pfizer Laboratories
- Presented final wrap-up session seminar to faculty from each of the five units: IBA, BMDC, and Commerce faculties from Dhaka, Chittagong, and Rajshahi Universities
- Continued work on Final Report

September 16:
- Presented summary of activities and recommendations to University Grants Commission
- Met with Dean A.H.M. Habibur Rahman, Dhaka University
- Completed draft of Final Report

September 17-18:
- Travelled from Dhaka to Minneapolis

Appendix 3

MODEL FOR MANAGEMENT/EXECUTIVE DEVELOPMENT

(Basic)

Gary N. McLean

1.0 ANALYZE	2.0 DESIGN	3.0 DEVELOP	4.0 IMPLEMENT	5.0 EVALUATE & CONTROL
1.1 IDENTIFY TARGET POPULATION	2.1 DEFINE LEARNER CHARACTERISTICS	3.1 DETERMINE CONTENT	4.1 DEVELOP AND CARRY OUT MARKETING PLAN	5.1 CONDUCT EVALUATION
1.2 IDENTIFY NEEDS	2.2 IDENTIFY DEVELOPMENT CONSTRAINTS	3.2 SEQUENCE CONTENT	4.2 COMPLETE ARRANGEMENTS	5.2 REVISE COURSE
	2.3 IDENTIFY IMPLEMENTATION CONSTRAINTS	3.3 IDENTIFY DELIVERY METHODS	4.3 DELIVER	5.3 CONTINUE DEVELOPMENT & OFFERING
	2.4 ESTABLISH TRAINING OBJECTIVES	3.4 IDENTIFY & DEVELOP INSTRUCTIONAL MATERIALS		
	2.5 WRITE COURSE DESCRIPTION	3.5 IDENTIFY REWARD SYSTEM		
		3.6 DEVELOP LEARNER PERFORMANCE ASSESSMENT TOOLS		
		3.7 CRITIQUE AND APPROVE PROPOSAL		

Appendix 3

MODEL FOR MANAGEMENT/EXECUTIVE DEVELOPMENT
(Detailed)
Gary N. McLean

1.0 ANALYZE

1.1 IDENTIFY TARGET POPULATION

1.10 Level

1.100 Entrepreneur
1.101 Supervisor
1.102 Junior Manager
1.103 Middle-Manager
1.104 Upper-Manager
1.105 Executive

1.11 Industry Group

1.110 Banking
1.111 Energy
1.112 Agri-Business
1.113 Textiles
1.114 Pharmaceutical
1.115 Heavy Manufacturing
1.116 Other
1.117 Mixed Group

1.2 IDENTIFY NEEDS

1.20 Observation

1.21 Interview

1.210 Self
1.211 Supervisors
1.212 Peers
1.213 Subordinates
1.214 Customers

1.22 Survey

1.23 Critical Incidents

1.24 Literature

1.25 Advisory Board

1.26 Other

2.0 DESIGN

2.1 DEFINE LEARNER CHARACTERISTICS

2.10 Work Experience

2.11 Education

2.12 Age

2.13 Motivation

2.14 Other

2.2 IDENTIFY DEVELOPMENT CONSTRAINTS

2.20 Development Time

2.21 Staff Competencies

2.22 Budget

2.23 Equipment & Supplies

2.24 Other

2.3 IDENTIFY IMPLEMENTATION CONSTRAINTS

2.30 Location

2.31 Schedule

2.32 Staff

2.33 Other

2.4 ESTABLISH TRAINING OBJECTIVES

2.5 WRITE COURSE DESCRIPTION

3.0 DEVELOP

3.1 DETERMINE CONTENT

3.2 SEQUENCE CONTENT

3.3 IDENTIFY DELIVERY METHODS

3.30 Lecture

3.31 Large Group Discussion

3.32 Small Groups

3.33 Case Study

3.34 Brainstorming

3.35 Media

3.36 Role Playing

3.37 On-the-job/Mentor

3.38 Games

3.39 Other

3.4 IDENTIFY & DEVELOP INSTRUCTIONAL MATERIALS

3.40 Handouts

3.41 Media

3.42 Books

3.43 Notes

3.44 Cases

3.45 Problems

3.46 Other

3.5 IDENTIFY REWARD SYSTEM

3.50 Improved Competence

3.51 Association with Other Executives

3.52 Away from Office

3.53 Certificate

3.54 Promotion Opportunity

3.55 Other

3.6 DEVELOP LEARNER PERFORMANCE ASSESSMENT TOOLS

3.60 Self Assessment Questionnaire

3.61 Test

3.610 Performance
3.611 Information

3.62 Project

3.63 On-the-job Observation

3.64 Oral Participation

3.65 Other

3.7 CRITIQUE AND APPROVE PROPOSAL

4.0 IMPLEMENT

4.1 DEVELOP AND CARRY OUT MARKETING PLAN

4.10 Develop & Maintain Data Base

4.100 Previous Enrollees
4.101 Potential Enrollees

4.11 Develop & Distribute Publicity

4.110 Yearly Schedule
4.111 Flyer (Info Sheet)
4.112 Newspaper Ad/Article
4.113 Letter
4.114 Telephone
4.115 Other

4.2 COMPLETE ARRANGEMENTS

4.20 Location

4.21 Room Arrangement

4.22 Refreshments & Meals

4.23 Supplies & Equipment

4.24 Instructional Materials

4.25 Registrations

4.26 Travel

4.27 Housing

4.28 Other

4.3 DELIVER

5.0 EVALUATE & CONTROL

5.1 CONDUCT EVALUATION

5.10 Formative

5.11 Summative

5.110 Reaction
5.111 Learning
5.112 Behavior
5.113 Results
5.114 Other

5.2 REVISE COURSE

5.3 CONTINUE DEVELOPMENT & OFFERING

EXECUTIVE DEVELOPMENT PROGRAMME

Seminars for Managers at no cost co-sponsored by:
World Bank/Bangladesh Management Education and Training Project
and the Faculty of Commerce, University of Chittagong
in association with the Petroleum Corporation Training Centre

Seminar #1: MANAGING FOR EXCELLENCE IN BANGLADESH

Do you manage an excellent organization? If so, would you like to share your experiences with executives of other excellent organizations? If not, would you like to hear of others' experiences with excellence? This seminar will explore the meaning of business excellence, the principles for excellence described in a recent best-seller, "In Search of Excellence," and those principles that support business excellence locally.

Seminar Leaders: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA; Abdul Mannan, Associate Professor of Management, Chittagong; and executives from the petroleum industry.
Place: Petroleum Corporation Training Centre, Chamber House, 38, Agrabad, Chittagong
Time: 9:00 a.m. - 1:00 p.m. Date: September 5, 1985
Fees: None; a limited number of vacancies is available

Seminar #2: MANAGERIAL DECISION-MAKING: A LOOK AT THE OPTIONS

Decision-making contributes directly to overall managerial effectiveness and should be the principal basis for a manager's performance evaluation. This seminar is designed to assist middle and upper managers of public and private sector organizations in adopting effective methods and techniques of decision-making. Participants will apply the acquired skills to real-world business situations within the seminar.

Seminar Leaders: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA; Amal B. Nag, Professor of Accounting, Chittagong University
Place: Petroleum Corporation Training Centre, Chamber House, 38, Agrabad, Chittagong
Time: 2:00 p.m. - 6:00 p.m. Dates: September 8-9, 1985
Fees: None

Seminar #3: EMPLOYEE MOTIVATION: WHAT WORKS?

Do you have trouble motivating your employees? This seminar will review both western and developing countries' experiences with motivation and provide specific suggestions for motivating employees. Participants will apply motivational principles to real-world business situations.

Seminar Leaders: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA; Dr. Md. Mainul Islam, Professor of Management, Chittagong University
Place: Petroleum Corporation Training Centre, Chamber House, 38, Agrabad, Chittagong
Time: 2:00 p.m. - 6:00 p.m. Dates: September 10-11, 1985
Fees: None

TO RESERVE A PLACE for you and your managers, leave a message for Professor McLean (Room 208) with the operator at the hotel: 500111-20. Leave names, organization, and seminar(s) of interest.

Appendix 5

অধ্যাপক মোহাম্মদ আলী ইমদাদ খান
ডীন, বাণিজ্য অনুষদ
চট্টগ্রাম বিশ্ববিদ্যালয়
চট্টগ্রাম, বাংলাদেশ

Prof. Muhammad Ali Imdad Khan
DEAN, FACULTY OF COMMERCE
UNIVERSITY OF CHITTAGONG
CHITTAGONG, BANGLADESH.

September 1, 1985.

Dear Business Executive:

I wish to express my deep appreciation for the hospitality that you extended recently to Dr.Gary McLean of the World Bank/Bangladesh Management Education and Training Project. The information that has been shared with him by you and other executives will greatly enhance the effectiveness of the project.

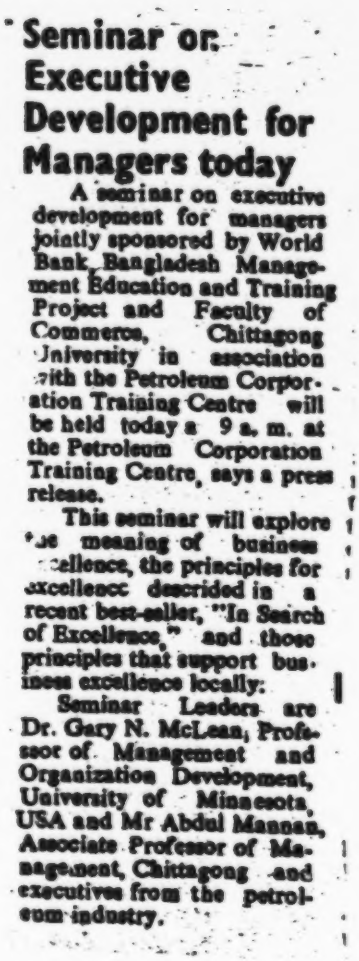
On the basis of the input given, three executive development seminars have been developed for those areas in which executives say their managers are most in need of training. These seminars are fully described on the attached information sheet. They will be presented by Dr.Mclean and members of the University of Chittagong Commerce Faculty. The presentations will each be geared to the specific business climate found in Bangladesh and will include applications to actual business situations.

Our expectation is that top-level executives will participate in seminar 1 and that each organization will send 2-3 of their middle-to upper-managers for seminars 2 and 3. We are fortunate in being able to offer these seminars at no cost to you. We invite you and your managers to come and share your experiences with us and with other executives.

Sincerely yours,

(MD.ALI IMDAD KHAN)
Dean.

Appendix 6



Seminar on Executive Development for Managers today

A seminar on executive development for managers jointly sponsored by World Bank, Bangladesh Management Education and Training Project and Faculty of Commerce, Chittagong University in association with the Petroleum Corporation Training Centre will be held today a 9 a. m. at the Petroleum Corporation Training Centre, says a press release.

This seminar will explore the meaning of business excellence, the principles for excellence described in a recent best-seller, "In Search of Excellence," and those principles that support business excellence locally.

Seminar Leaders are Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA and Mr Abdul Mannan, Associate Professor of Management, Chittagong and executives from the petroleum industry.

From: The Daily Life, September 5, 1985, p. 6.

Appendix 7

Executive Development Programme Seminar
MANAGING FOR EXCELLENCE IN BANGLADESH
September 5, 1985

Co-sponsored by:
World Bank/Bangladesh Management Education and Training Project
and the Faculty of Commerce, University of Chittagong
in association with the Petroleum Corporation Training Centre

SEMINAR DESCRIPTION: An exploration of the meaning of business excellence, the principles for excellence described in a recent best-seller, "In Search of Excellence," and those principles that support business excellence locally.

SEMINAR LEADERS: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA; Abdul Mannan, Associate Professor of Management, University of Chittagong.

SEMINAR OBJECTIVES: By the conclusion of the seminar, participants will be able to:

1. Define characteristics of excellence in business.
2. List and briefly describe the eight principles for excellence presented in "In Search of Excellence."
3. Identify which of the eight principles for excellence apply to the business conditions of Bangladesh.
4. Identify additional principles for excellence that apply specifically to local business conditions.

SEMINAR SCHEDULE AND OUTLINE:

0900 Assembly, Fellowship and Registration
0930 Welcome Address and Inauguration
0940 DEFINITION OF ORGANIZATIONAL EXCELLENCE (Brainstorming)

"If you were to identify the ten most excellent organizations in Bangladesh, what organizational characteristics would you look for?"

T.J. Peters & R. H. Waterman, Jr. In Search of Excellence: Lessons from America's Best-Run Companies. Warner, 1982.

Innovation--continually responding to change in environment
Prestige
Growth Measures:
1. Compound asset growth
2. Compound equity growth
3. Ratio of market value (share price x shares outstanding) to book value

Return on Capital and Sales:
4. Average return on total capital
5. Average return on equity
6. Average return on sales

(Top half of its industry in four of six measures over the past 20 years.)

1000 PRINCIPLES FOR EXCELLENCE: What does a business organization have to do to become excellent?

1. Have a bias for action
   Don't talk about it; do it!
   Informal communications
   Task Forces--few members, few days, results in change
     not many members, several months, long report
   MBWA (Management By Walking Around)
   Positive reinforcement for actions
   Experimentation--"Do it; fix it; try it"
   Allowance for error
   Chunking--solve a problem, don't try to solve several
   Team focused

2. Be close to the customer
   Service obsession: Top down
                      Part of mission statement
                      People oriented
                      Measurement and feedback
   Quality obsession: Reinforcement, pride
                      Reliability
                      No defect goal
   Listen to the users, especially lead users

3. Encourage autonomy and entrepreneurship (Intrapreneurship)
   Fanatical champions: product, executive, godfathers
   Decentralized structure
   Venture capital ("skunk works")
   Experimentation, with failure OK
   Intense, internal competition
   Informal communications across organizational lines
   Managerial decision-making control

4. Develop productivity through people
   Treat the individual with respect and dignity; be genuine
   Treat employees as partners until they give you cause not to
     (only about 5%)
   Solicit suggestions for improvement from employees
   Be tough-minded, high expectations; measurement
   Extended family (but not paternalistic)
   Celebration
   Individual objectives with feedback frequently and comparative data
   Part of philosophy statement

5. Be hands-on, value driven
   Know what your company stands for; what are its values?
   Communicate those values to employees from the top to the bottom
   Mission statements, stories, myths, legends

Certain values predominate:
Being the "best"
Importance of details
Importance of people as individuals
Superior quality and service
Most employees should be innovators; failure OK
Informal communications
Importance of economic growth and profits
Make working in the organization exciting

6. Stick to the knitting
Stay close to the business the organization knows best
Acquisitions seldom work
Diversification across a wide variety of products seldom works
Diversify only to products that build on present strengths and experience, but do branch out

7. Use simple form, lean staff
Flattened hierarchy (few administrative layers)
Few people at the top
Flexible, innovative, not-too-large units

8. Display simultaneous loose-tight properties
Dedication to the central values of the organization with maximum individual autonomy

1100 Tea
1130 PRINCIPLES FOR BANGLADESH (Syndicate Work)
Which of these principles will work in Bangladesh? Why?
Which will not work in Bangladesh? Why not?
What other principles for excellence are needed for Bangladesh?
1215 Discussion
1245 Summary of Principles of Excellence for Managing in Bangladesh
1310 Questions/Answers/Discussion
1330 Seminar Sum Up

Executive Development Programme Seminar
MANAGERIAL DECISION-MAKING: A LOOK AT THE OPTIONS
September 8-9, 1985

Co-sponsored by:
World Bank/Bangladesh Management Education and Training Project
and the Faculty of Commerce, University of Chittagong
in association with the Petroleum Corporation Training Centre

SEMINAR DESCRIPTION: Decision-making contributes directly to overall managerial effectiveness and should be the principal basis for a manager's performance evaluation. This seminar is designed to assist middle and upper managers of public and private sector organizations in adopting effective methods and techniques of decision-making. Participants will apply the acquired skills to real-world business situations within the seminar.

SEMINAR LEADERS: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota, USA; Amal B. Nag, Professor of Accounting, Chittagong University

SEMINAR OBJECTIVES: By the conclusion of the seminar, participants will be able to:

1. Identify circumstances under which decisions are made.
2. Identify types of decisions they make in business.
3. Describe methods and techniques of decision-making.
4. Identify managerial problems and use effective methods and techniques to solve the problems in actual business cases.

SEMINAR SCHEDULE AND OUTLINE:

<u>September 8</u>

1400 Assembly, Fellowship and Registration
1415 Welcome Address and Inauguration
1420 Importance of Managerial Decision-Making: What are some specific situations in which managers need to make decisions? (Brainstorm)
1435 Preliminary application of decision-making skills: Sishu Milk Products Ltd. (Case Study)—Divide into syndicate groups of 5
1440 Read case and work on syndicate response
1525 Report syndicate recommendations to large group and discuss
1600 Tea
1620 <u>Types of Decisions</u>

Definition: A decision is a course of action consciously chosen from available alternatives for the purpose of accomplishing desired results.

Four Types:
1. <u>Tactical</u>. A decision made in response to the immediate demands of the present, where there is seldom time to gather or analyze all the information needed for the "perfect" decision.
2. <u>Planning</u>. Generally for a specified time into the future (1 year, 5 years), generally done at a

level below top management. Data can be gathered and analyzed. When presented to the executive, they can be approved, rejected, or modified.

3. Policy. Long-term and internal; they sacrifice flexibility for other aims: preemption of lower levels from making decisions that are too sensitive or difficult, reduction of tactical decision time and effort in reoccurring situations, etc.
4. Strategic. Related to allocation of resources (time, manpower, money, materials) for achievement of important future aims. Reserved for top management, they require at a minimum: very wide range of knowledge, ability to digest large amount of information, ability to make reasonable estimates of future environments, and ability to estimate possible consequences of present decisions.

1635 Decision-Making Process

1. Be conscious of the situation. What is present in the environment? Is it within the manager's control? Listen to employees, customers, vendors, competitors, government.
2. Recognize the problem/opportunity. Key problem may be buried in less important problems or in irrelevant data.
3. Identify available alternatives. The more alternatives explored, the more likely the "right" decision will be made. Techniques include: Brainstorming
   Synectics
   Focus Groups/Quality Circles
   Nominal Group Technique (NGT)
4. Evaluate alternatives. Techniques include:
   Qualitative Analysis (more on this tomorrow)
   Pros/Cons
   Force Field Analysis
   "Straw Man"
   Discussion for Consensus
   Majority Voting
   Debate
   Competitive Team Projects
   Synectics
5. Select a course of action. Based on outcomes of step 4. Often influenced by external factors.
6. Implement.
7. Follow-up. Is the decision creating the desired result? If not, recycle through process.

1715 Application of Process: Bangladesh Sea Products Ltd. (Part 1) case study--read case and work on syndicate response

1800 Adjournment for the day

September 9

1400 Report syndicate recommendations to large group and discuss

1435 Distribute Bangladesh Sea Products Ltd. (Part 2) case study, read, and discuss in large group

1500 Mathematical Techniques in Decision-Making

When quantitative data are available, they often assist in making decisions in a more systematic manner. Techniques include:

- Linear Programming
- Decision Theory
- Theory of Games
- Simulation
- Network Analysis
- Queuing Theory
- Inventory Model
- Dynamic Programming

Decisions model consists of:

(a) an objective function
(b) a set of constraints
(c) hypotheses of relationships among factors

Factors outside control of decision-maker are "states of nature." A "strategy" is a statement of preference for a certain pattern of response within control of decision-maker. Guidelines for decisions are called "decision rules."

Conditions Under Which Decisions are Made

(a) Certainty: When states of nature are known, use a deterministic model to choose optimal course of action. Select the strategy which has the highest pay-off.
(b) Risk/Uncertainty: Determine action by organizational policy, attitude of executive, probabilities of occurrence of options, etc.
(c) Conflict: Decisions to be made when rational opponents disagree. According to the simplest case of "game theory" model, there are only two opponents with complete conflict of interests (called zero-sum games).

1600 Tea
1620 Application of Concepts: Sanitation Products of Bangladesh Ltd. case study--read and syndicate work
1720 Present syndicate findings and discussion
1755 Concluding Remarks
1800 Seminar Adjournment

Executive Development Programme Seminar
EMPLOYEE MOTIVATION: WHAT WORKS?
September 10-11, 1985

Co-sponsored by:
World Bank/Bangladesh Management Education and Training Project
and the Faculty of Commerce, University of Chittagong
in association with the Petroleum Corporation Training Centre

SEMINAR DESCRIPTION: Do you have trouble motivating your employees? This seminar will review both western and developing countries' experiences with motivation and provide specific suggestions for motivating employees. Participants will apply motivational principles to real-world business situations.

SEMINAR LEADERS: Dr. Gary N. McLean, Professor of Management and Organization Development, University of Minnesota; and Dr. M. Mainul Islam, Professor of Management, University of Chittagong.

SEMINAR OBJECTIVES: By the conclusion of the seminar, participants will be able to:

1. Define employee motivation.
2. Discuss some of the major motivational theories of the industrialized western countries, as well as experiences in other developing countries.
3. Determine the relevance of these theories to local business situations.
4. Apply the principles of motivation to a real-world business situation.

SEMINAR SCHEDULE AND OUTLINE:

1400 Assembly, Fellowship and Registration
1415 Welcome Address and Inauguration
1420 Preliminary Exploration: What techniques for employee motivation have you tried? (Brainstorming)
1430 What does "employee motivation" mean?
Discussion
Definition

1445 <u>Theories of Motivation</u>

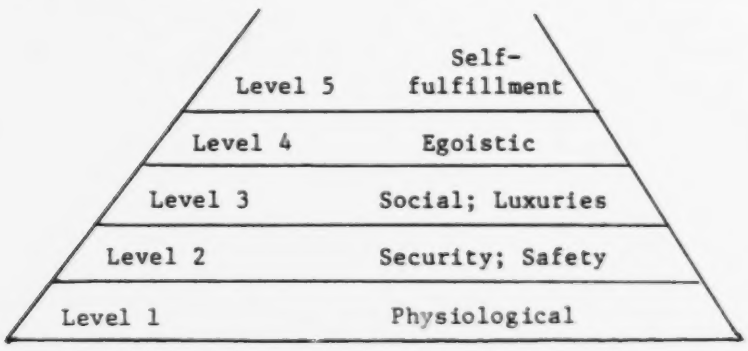
1. Hawthorne Experiments: Conducted by Prof. Elton Mayo at Western Electric plant in Hawthorne led to these conclusions:
   (a) Employees perform more effectively when given special attention--the "Hawthorne effect."
   (b) People are more productive when working in groups rather than in isolation.
   (c) Control over own working environment (i.e., when to take a rest break) improved effectiveness.

   Conclusions from series of studies (1927-33):
   (a) People like to work. It is natural for them to want to do something worthwhile, constructive, and productive.
   (b) When a person does not like to work, the reason will usually be found not in him, but in some social or psychological

condition associated with the job.
(c) Physical surroundings and working conditions have little direct, major effect on morale.
(d) Work is primarily a group activity, with social relationships and interdependencies being normal and natural.
(e) Work is the primary social force in the average worker's life.
(f) Attitudes toward the job are influenced by situations within the work group.
(g) The informal group has strong influence over the workers' performance.
(h) Leadership that encourages cooperation and participation, rather than obedience, promotes productivity and reduces employee turnover.

2. Theories X and Y of Douglas McGregor: Managers have certain beliefs and assumptions about people developed through experiences, training, and personal values. They tend to manage according to those assumptions.
Theory X:
(a) People have an inborn dislike of work--they will do whatever they can to avoid it.
(b) People will do enough to keep their jobs but no more. They have to be threatened and coerced to meet the minimum requirements. If they are reasonably productive, it is because management has exerted necessary pressure.
(c) Average person wants security above all, so will avoid responsibility because of risk of being wrong. Prefers to be told what to do, when to do it, and how to do it.
Theory Y:
(a) Work is not foreign to our nature, but is natural.
(b) While external pressures and controls do cause people to produce, people will also exercise self-control to achieve goals and objectives to which committed.
(c) People will seek increased responsibility in the right environment.
(d) In the right environment, people are imaginative and ingenious and will use these to solve organizational problems and develop better methods of doing the job.
Note: Managers in theory agree with Theory Y but in practice believe in Theory X.

3. Maslow's Hierarchy of Needs: Composed of five levels of needs in a topless triangle:



(a) A satisfied need ceases to motivate.
(b) One does not move from one level to the next until the needs of the lower level have been met.
(c) The trip down the hierarchy can be very rapid.
(d) People are never completely satisfied.

4. Herzberg's Two-Factor Theory: Two conclusions:
(a) There is a set of extrinsic conditions, the job context, which result in dissatisfaction among employees when they are not present. If present, they do not necessarily motivate: salary, job security, working conditions, status, company procedures, quality of technical supervision, and quality of interpersonal relations with peers, supervisors, and subordinates.
(b) There is a set of intrinsic conditions, the job content, which build strong levels of motivation resulting in good job performance. If not present, they do not prove highly dissatisfying. They are called satisfiers or motivators: achievement, recognition, responsibility, advancement, work itself, and possibility of growth.
Some recent research indicates that some factors may fit both categories, i.e., salary.

5. McClelland's Learned Needs Theory: Many needs are acquired from the culture. Three such needs are:
(a) Need for achievement
(b) Need for affiliation
(c) Need for power
When a need is strong in a person, its effect is to motivate the person to use behaviour which leads to satisfaction of the need. McClelland believes that individuals (and nations) can be trained to increase specific needs, e.g., achievement.

6. Organizational Impact Theory of Argyris: Organizational policies almost invariably run counter to the natural growth processes of the individual, leading to widespread frustration. Policies are set only for immature workers ("do what you're told and don't think"), stifling the mature worker on whom organizations depend. Signs of a mature adult:
(a) Active rather than passive; some control over own environment
(b) Independent rather than dependent
(c) Less predictable and more adaptable
(d) Can be challenged for long periods of time by interesting work
(e) More aware of both past and future
(f) Can function as either subordinate or superior, but is not inherently a follower
(g) well defined ego
BUT most organizations support people who are passive, dependent, subordinate, submissive, shallow, and insensitive. This is done through:
(a) organization structure (power in few hands)
(b) directive leadership (no decision-making)

(c) managerial controls (budgets, incentives, time and motion studies)

7. Blake and Mouton's Managerial Grid: Managers respond to workers on two levels--the tasks they are to do and relationships. The "Ideal" manager responds to both.

8. Hersey and Blanchard's Situational Leadership: Using the Managerial Grid, the argument here is that the emphasis should be on the maturity of the employee. A mature employee can be left alone; an immature employee needs to be held to task.

1600 Tea
1620 Application of Concepts: Bangladesh Pharmaceutical Products Ltd. case study--read and syndicate work
1720 Present syndicate findings and discussion
1800 Adjournment

September 11

1400 Practical Applications of Motivation for a Developing Country

Traditional Methods of Motivation in Developing Countries:
(a) Coercion--instilling fear and punishment; should only be last recourse
(b) Compensation--does affect production; keeps employees satisfied, but not motivated; selective incentives based on merit can motivate
(c) Con--superficial human relations approach; a genuine human relations concern is invaluable
(d) Cliche--of little value unless deeply distilled in the climate of the organization

Experiences in the developing countries have demonstrated self-motivation if:
(a) An employee is properly trained in the work and knows what to do
(b) The desired end results of whatever is to be done have been defined
(c) Guidelines or limits in terms of policy, expenditures, and time have been established
(d) Worker is left alone to do the job
(e) Boss can be approached at any time for guidance or support
(f) Worker won't be berated if things don't work out exactly as boss wanted
(f) Immediate reinforcement for things done well

1530 Discussion
1600 Tea
1620 Application of Concepts: XYZ (Bangladesh) Ltd. case study--read and syndicate work
1720 Present syndicate findings and discussion
1755 Concluding Remarks and Seminar Evaluation
1800 Seminar Adjournment

Appendix 8

PARTICIPANT RESPONSE
to the seminar on

_____

1. How well were the objectives for the seminar accomplished?

_____	_____	_____	_____	_____
Poorly	Below Average	Average	Above Average	Well

2. How important were the objectives for your job as an executive?

_____	_____	_____	_____	_____
Unimportant	Slightly Important	Average Importance	Above Average Importance	Very Imporant

3. How satisfactory were the presentation methods used?

_____	_____	_____	_____	_____
Very Unsatisfactory	Unsatisfactory	Undecided	Satisfactory	Very Satisfactory

4. How well did the facilitators/presenters fulfill their roles?

	_____	_____	_____	_____	_____
McLean:	Poorly	Below Average	Average	Above Average	Well
_____:	_____	_____	_____	_____	_____

5. How acceptable were the facilities?

_____	_____	_____	_____	_____
Totally Unacceptable	Unacceptable	Average	Acceptable	Totally Acceptable

6. What is your overall rating of this seminar?

_____	_____	_____	_____	_____
Poor	Below Average	Average	Very Good	Excellent

7. What did you like best about the seminar?

8. What about the seminar needs improvement?

9. (Answer this question only if you have not answered it in an earlier seminar.) From the list below, check those topics that are of interest to you for future executive development seminars:

_____ Employee Motivation
_____ Managerial Decision-Making
_____ Employee Performance Appraisals
_____ Employee Compensation and Benefits
_____ Strategic Planning
_____ Job Planning
_____ Supervision
_____ Working with the Government
_____ Delegation
_____ Training of Subordinates
_____ Management Information Systems
_____ Organization Development (Mission Statement, Organization Philosophy and Objectives, Individual Job Descriptions and Objectives, etc.)
_____ Microcomputers
_____ Keyboarding (for interactive use of computers)

Add others in which you would be interested:

Please provide any other comments about this seminar or about executive development in general.

Appendix 9

THREE-MONTH FOLLOWUP TELEPHONE EVALUATION

"Good morning (or afternoon), Mr. _____. My name is _____ and I am calling from the Bureau of Business Research at the University of Chittagong.

"On September ___ you attended an executive development seminar on '_____.' Do you remember attending this seminar?"

___ Yes ___ No (If no, end the conversation with a "Thank you for your time.")

(If yes, continue. . .)

"May I ask you just four questions about the seminar?"
(If no, end the conversation, as above.)
(If yes, continue. . .)

"Using a 5 for excellent to a 1 for poor, how would you rate the seminar overall?" _____

"How much did you learn from the seminar, using a 5 for very much to a 1 for very little?" _____

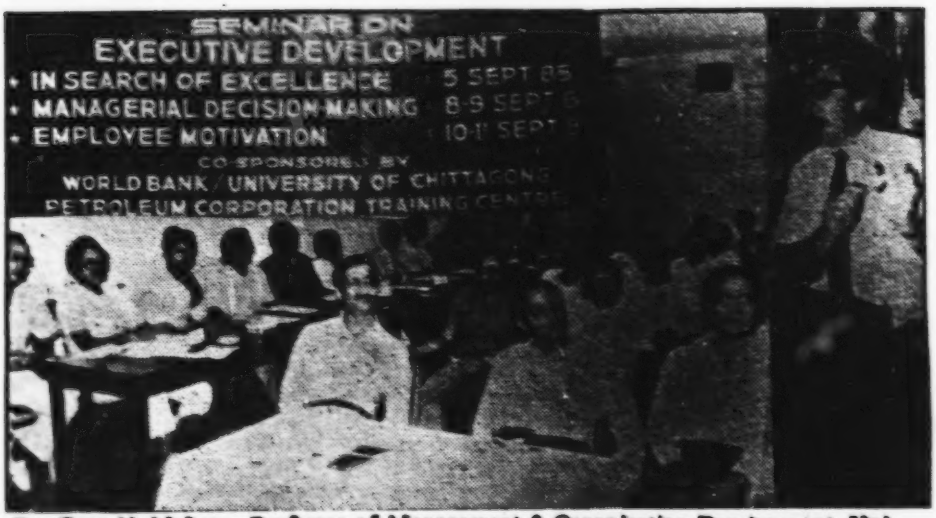
"How much did the seminar change your behaviour on the job, using a 5 for very much to a 1 for very little?" _____

If any number is three or less, ask, "How could the seminar have been improved in this area?"

"Is there anything else that you would like to say about the seminar?"

"I appreciate the time you took to answer these questions. Thank you. Good-bye."

Appendix 10



Dr. Gary N. McLean, Professor of Management & Organization Development, University of Minnesota, USA, seen speaking at a Seminar on Executive Development at Petroleum Corporation Training Centre yesterday.

Seminar on Executive Development and Training opens

By Our Staff Reporter

Five day-seminar on "Executive Development and Training" was inaugurated yesterday at Petroleum Corporation Training Centre, says a press release.

Dr. M. Waliuzzaman, Director, Bangladesh Petroleum inaugurated the seminar which was sponsored jointly by the World Bank and Faculty of Commerce, University of Chittagong and Petroleum Corporation Training Centre.

Professor Dr. Gary N. McLean of the University of Minnesota, USA working as a consultant with the World Bank is conducting the seminar in association with Faculty Members of the University of Chit agong.

The opening day seminar was on 'MANAGING FOR EXCELLENCE IN BANGLADESH'. The other two topics are Managerial Decision-Making and Employee Motivation, scheduled for the next 4 days beginning 8 September, from 2 p.m, to 6 p.m.

General Manager and Senior Executives of the three Petroleum Marketing Companies and Eastern Refinery as well as representatives from other multinational companies and corporations were present on the occasion.

Any organisation interested to send participants to the seminar have been requested to contact the Chief Training Co-ordinator, BPC Training Centre at Agrabad.

From: The Daily Life, September 6, 1985, pp. 1, 6.

Appendix 11

PARTICIPANTS
"Managing for Excellence in Bangladesh"
September 5, 1985

	Name of the Participants	Name of the Organisations
1.	Mr. A.H.M.A. Majid Rahimi	Eastern Refinery
2.	Mr. A.M. Khan	Eastern Refinery
3.	Mr. D.A. Raquib Chowdhury	Eastern Refinery
4.	Mr. K.A. Mannan	Eastern Refinery
5.	Mr. K. Gyasuddin	Eastern Refinery
6.	Mr. Ihsanul Haq	Burmah Eastern
7.	Mr. A.M. Garuque Ahmed	Burmah Eastern
8.	Mr. Bashirul Huq	Burmah Eastern
9.	Mr. M. Anwarul Haque	Burmah Eastern
10.	Mr. A. Mateen Chowdhury	Burmah Eastern
11.	Mr. Nazmul Hoque	Burmah Eastern
12.	Mr. Syed Fazlul Haque	Burmah Eastern
13.	Mr. C.S. Mahmood	Burmah Eastern
14.	Mr. A.M. Khan	Burmah Eastern
15.	Mr. Moshiur Rahman	Burmah Eastern
16.	Mr. T.H. Khondaker	Burmah Eastern
17.	Mr. G. Farhad	Burmah Eastern
18.	Mr. M.A. Taher	Burmah Eastern
19.	Mr. Shahabuddin Ahmed	Jamuna Oil Company
20.	Mr. Md. Qamrul Munir	Jamuna Oil Company
21.	Mr. Mahbubul Alam	Jamuna Oil Company
22.	Mr. Mahbub Anan	Jamuna Oil Company
23.	Mr. G.M. Quader	Jamuna Oil Company
24.	Mr. Shafi Imam	Jamuna Oil Company
25.	Mr. G. Kutubuddin	Jamuna Oil Company
26.	Mr. Manjoor Aly	Jamuna Oil Company
27.	Mr. N. Ahmad	Jamuna Oil Company
28.	Mr. Badrul Alam	Meghna Petroleum
29.	Mr. Manjoor Ahmad	Meghna Petroleum
30.	Mr. Aminul Islam	Meghna Petroleum
31.	Mr. Munirul Islam	Meghna Petroleum
32.	Mr. S.S. Giasuddin Admed	Meghna Petroleum
33.	Mr. M.S. Karim	Meghna Petroleum
34.	Mr. Admed Hossain Chowdhury	Meghna Petroleum
35.	Mr. Yousul Shalauddin Admed	Standard Asiatic Oil Company
36.	Mr. Zahurul Kabir	LP Gas Limited
37.	Mr. Khurshid Anwar	Regency Garments
38.	Mr. Mosharraf Hussain	Regency Garments
39.	Mr. Md. Mohiuddin	Glaxo (Bd) Ltd
40.	Mr. A.H. Kabir	Glaxo (Bd) Ltd
41.	Mr. Mohammad Ali Imdad Khan	Ctg. University
42.	Mr. Moshahidur Rahman	Ctg. University
43.	Mr. A. Ahad Gani	Ctg. University
44.	Mr. Md. Lokman	Ctg. University

45.	Mr. Abdul Mannan	Ctg. University
46.	Mr. A.B. Nag	Ctg. University
47.	Mr. Md. Shafiqul Islam	Dock Workers' Mgt. Board
48.	Mr. Md. Ismail	Dock Workers' Mgt. Board
49.	Mr. Dr. S.A.B. Mohammad Ali	Dock Workers' Mgt. Board
50.	Mr. Moazzem Hossain	Bangladesh Shipping Corpn.

PARTICIPANTS
"Managerial Decision-Making"
September 8-9, 1985

	Name of the Participants	Name of the Organisations
1.	Mr. Md. Ghulam Rasul	Chittagong Port Authority
2.	Mr. A.N.M.A. Momin	Chittagong Port Authority
3.	Mr. K.N. Islam	Glaxo Bangladesh Limited
4.	Mr. A. Hye Khan	Glaxo Bangladesh Limited
5.	Mr. Md. Mushtaque Admed	Regency Garments Limited
6.	Mr. Azimur Rahman	Jamuna Oil Company Limited
7.	Mr. Ata Elahi	Jamuna Oil Company Limited
8.	Mr. Md. Shahidullah Chowdhury	Jamuna Oil Company Limited
9.	Mr. A.M. Ziaul Huque	Jamuna Oil Company Limited
10.	Mr. K.M. Mohsen	Jamuna Oil Company Limited
11.	Mr. A.B.M. Akhter Hossain	Jamuna Oil Company Limited
12.	Mr. Abdul Mabud	Jamuna Oil Company Limited
13.	Mr. M.N. Zaman	Bangladesh Shipping Corpn
14.	Dr. A.K.M. Shahabuddin	Bangladesh Shipping Corpn
15.	Mr. Tofazzal Hossain	Bangladesh Shipping Corpn
16.	Mr. Mr. N. Huq Chowdhury	ITT (Bd) Limited
17.	Mr. M.S. Islam	Dock Workers Mgt. Board
18.	Mr. Md. Ismail	Dock Workers Mgt. Board
19.	Dr. S.A.R. Mohammad Ali	Dock Workers Mgt. Board
20.	Mr. Sudhabindu Roy	Sonali Bank
21.	Mr. S.M. Khoda Bakhsh	Sonali Bank
22.	Mr. S.S. Giasuddin Ahmed	Meghna Petroleum Limited
23.	Mr. M.S. Rahman	Meghna Petroleum Limited
24.	Mr. Aminul Islam	Meghna Petroleum Limited
25.	Mr. M.N. Kabir	Meghna Petroleum Limited
26.	Mr. Anwarul Huq	Meghna Petroleum Limited
27.	Mr. A.H.M. Bazlul Quadir	Meghna Petroleum Limited
28.	Mr. Shamsuddin Ahmed	Iqbal Enterprises Ltd
29.	Mr. A. Ahad M. Omar Gani	University of Chittagong
30.	Mr. Moshahidur Rahman	University of Chittagong
31.	Mr. K.M. Golam Mohiuddin	University of Chittagong
32.	Mr. M.S. Islam	Burmah Eastern
33.	Mr. A.G. Khan	Burmah Eastern
34.	Mr. M.A. Momem	Burmah Eastern
35.	Mr. Md. Delwar Hossain Chowdhury	Burmah Eastern
36.	Mr. Mohsin Ahmed	Burmah Eastern
37.	Mr. A.K.M. Zahirul Kabir	LP Gas Limited
38.	Mr. S.G. Mahboob	LP Gas Limited
39.	Mr. Hasan Uz Zaman	LP Gas Limited
40.	Mr. Azhar-ul Islam	Petroleum Corpn Trg. Centre

PARTICIPANTS
"Employee Motivation"
September 10-11, 1985

Name of the Participants	Name of the Organizations
1. Mr. Towfiqur Rahman	Bangladesh Petroleum Corporation
2. Mr. Nessaruddin	Bangladesh Petroleum Corporation
3. Mr. Asheque Ali	Bangladesh Petroleum Corporation
4. Mr. Md. Yusuf	Meghna Petroleum Ltd
5. Mr. Abdus Salam	Meghna Petroleum Ltd
6. Mr. S.I. Chowdhury	Meghna Petroleum Ltd
7. Mr. Mohammed Nurul Kabir	Meghna Petroleum Ltd
8. Mr. Azimur Rahman	Jamuna Oil Company Ltd
9. Mr. Md. Nazrul Islam	Jamuna Oil Company Ltd
10. Mr. Sarwar Jahan	Jamuna Oil Company Ltd
11. Mr. Syed Ifzal Ahmed	Jamuna Oil Company Ltd
12. Mr. M.P. Sen	Jamuna Oil Company Ltd
13. Mr. Shahidullah Chowdhury	Jamuna Oil Company Ltd
14. Mr. Habibur Rehman	Burmah Eastern
15. Mr. Ahmed Jamal Khan Chowdhury	Burmah Eastern
16. Mr. S.M.I. Quasem	Eastern Lubricants Blenders Ltd
17. Mr. Md. Abu Abdullah	Lever Brothers
18. Mr. Alauddin Ahmed	Glaxo Bangladesh Ltd
19. Mr. Fariduddin Ahmed	Glaxo Bangladesh Ltd
20. Mr. Md. Shamsul Haque	Sonali Bank
21. Mr. Sirajuddin Ahmed	Sonali Bank
22. Mr. Md. Shahadat Hossain	Sonali Bank
23. Mr. Md. Zubaidul Alam	Sonali Bank
24. Mr. S.L. Nath	Sonali Bank
25. Mr. Najmul Huq Chowdhury	International Tank Terminal
26. Mr. Lutfur Rahman Chowdhury	Bangladesh Shipping Corporation
27. Mr. A.T.M.M. Rahman	Bangladesh Shipping Corporation
28. Mr. M.S. Islam	Dock Workers' Mgt. Board
29. Mr. Ahad Osman Gani	University of Chittagong
30. Mr. A.S.M. Moshadiur Rahman	University of Chittagong
31. Dr. M. Mainul Islam	University of Chittagong
32. Mr. Mohammad Ali Imdad Khan	University of Chittagong
33. Mr. Azhar-ul Islam	BPC Training Centre

No Response

Average Rating

Appendix 12

PARTICIPANT RESPONSE
to the seminar on
"Managing for Excellence in Bangladesh"
(N = 37)

1. How well were the objectives for the seminar accomplished? [4.6]

Poorly	Below Average	Average	Above Average	Well
		4	7	26

[1] 2. How important were the objectives for your job as an executive? [4.4]

Unimportant	Slightly Important	Average Importance	Above Average Importance	Very Important
		9	4	23

3. How satisfactory were the presentation methods used: [4.3]

Very Unsatisfactory	Unsatisfactory	Undecided	Satisfactory	Very Satisfactory
		1	24	12

4. How well did the facilitators/presenters fulfill their roles?

		Poorly	Below Average	Average	Above Average	Well	
[1]	McLean:			5	5	26	[4.6]
[6]	Mannan:		1	7	8	15	[4.2]

[1] 5. How acceptable were the facilities? [4.0]

Totally Unacceptable	Unacceptable	Average	Acceptable	Totally Acceptable
		5	25	6

6. What is your overll rating of this seminar? [4.0]

Poor	Below Average	Average	Very Good	Excellent
		5	26	6

7. What did you like best about the seminar?

Group Interaction	13	Topic	2
McLean Presentation	8	Style	1
Techniques Used	5	Participant Interest	1
Syndicate Work	4	Good Communications	1
Openness	3	Analytical Deliberations	1

8. What about the seminar needs improvement?

More Time	15	Send Recommendations to Authorities	1
Advance Reading Material	3	More Exercises	1
Audio-Visuals	2	Provide Reading Materials	1
Broader Participation (Public, Private, MNC, Government)	1	More Debate	1
		Even More Examples	1
Fewer Participants	1	Evaluate Groups Individually	1
Involve Authorities	1	Repeat	1

9. From the list below, check those topics that are of interest to you for future executive development seminars:

23	Employee Motivation
29	Managerial Decision-Making
18	Employee Performance Appraisals
16	Employee Compensation and Benefits
10	Strategic Planning
15	Job Planning
6	Supervision
13	Working with the Government
13	Delegation
13	Training of Subordinates
21	Management Information Systems
16	Organization Development (Mission Statement, Organization Philosophy and Objectives, Individual Job Descriptions and Objectives, etc.)
10	Microcomputers
1	Keyboarding (for interactive use of computers)
1	Need-based Decision-making

Add others in which you would be interested:

Please provide any other comments about this seminar or about executive development in general on the back of this sheet.

PARTICIPANT RESPONSE
to the seminar on
"Managerial Decision-Making"
(N = 23)

Average Rating

1. How well were the objectives for the seminar accomplished?

Poorly	Below Average	Average	Above Average	Well	
		3	4	16	[4.6]

2. How important were the objectives for your job as an executive?

Unimportant	Slightly Important	Average Importance	Above Average Importance	Very Important	
		9	3	11	[4.1]

3. How satisfactory were the presentation methods used:

Very Unsatisfactory	Unsatisfactory	Undecided	Satisfactory	Very Satisfactory	
			19	4	[4.2]

4. How well did the facilitators/presenters fulfill their roles?

	Poorly	Below Average	Average	Above Average	Well	
McLean:			2	3	18	[4.7]
Nag:			4			

(19 did not respond because directions were not given to write in Prof. Nag's name.)

5. How acceptable were the facilities?

Totally Unacceptable	Unacceptable	Average	Acceptable	Totally Acceptable	
		3	17	3	[4.0]

6. What is your overll rating of this seminar?

Poor	Below Average	Average	Very Good	Excellent	
		2	15	6	[4.1]

7. What did you like best about the seminar?

Case Studies	15	Syndicate Work	4
McLean's Presentations	10	New Ideas	1
Discussion	5	Techniques Presented	1

8. What about the seminar needs improvement?

More Time for Seminar	9	All Need Desks	1
More Time for Discussion	5	Delivery More Clear and Concise on Quantitative	1
More Modern Techniques	2	More Simple in Form	1
Hold in the Morning	2	Reading Materials	1
Use Audio-visuals	1		

9. From the list below, check those topics that are of interest to you for future executive development seminars:

11	Employee Motivation	2	Answered previously
13	Managerial Decision-Making		
12	Employee Performance Appraisals		
4	Employee Compensation and Benefits		
11	Strategic Planning		
11	Job Planning		
7	Supervision		
4	Working with the Government		
3	Delegation		
8	Training of Subordinates		
9	Management Information Systems		
6	Organization Development (Mission Statement, Organization Philosophy and Objectives, Individual Job Descriptions and Objectives, etc.)		
3	Microcomputers		
1	Keyboarding (for interactive use of computers)		

Add others in which you would be interested:

Inventory Control	(1)	Budgeting and Costing	(1)
Profitability	(1)	Analysis of Human and Organization Behavior	(1)

Please provide any other comments about this seminar or about executive development in general on the back of this sheet.

Very useful. Hope there will be more in the future.
Run seminars like this regularly.
Want longer seminars with variety of speakers.

No Response

PARTICIPANT RESPONSE
to the seminar on
"Employee Motivation"
(N = 21)

Average Rating

1. How well were the objectives for the seminar accomplished?

		3	2	16	
Poorly	Below Average	Average	Above Average	Well	[4.6]

[1] 2. How important were the objectives for your job as an executive?

	1	2	8	9	
Unimportant	Slightly Important	Average Importance	Above Average Importance	Very Important	[4.3]

3. How satisfactory were the presentation methods used:

		1	15	5	
Very Unsatisfactory	Unsatisfactory	Undecided	Satisfactory	Very Satisfactory	[4.2]

4. How well did the facilitators/presenters fulfill their roles?

[1]	McLean:			2	3	15	[4.7]
		Poorly	Below Average	Average	Above Average	Well	
[7]	Islam:	1	1	2	3	7	[4.0]
		Poorly	Below Average	Average	Above Average	Well	

5. How acceptable were the facilities?

		2	13	6	
Totally Unacceptable	Unacceptable	Average	Acceptable	Totally Acceptable	[4.2]

6. What is your overll rating of this seminar?

		3	17	1	
Poor	Below Average	Average	Very Good	Excellent	[3.9]

7. What did you like best about the seminar?

Group Discussion	10	Variety of Presentation	1
Case Study	8	Presentation	1
Participant Involvement	2	Participants Motivated	1
Syndicate Work	1	Presenter Preparation	1
Brainstorming	1	Topic	1
Concise Presentations	1		

8. What about the seminar needs improvement?

More Time	7	Reading Material	1
More Discussion	5	More Detail	1
More Relevance to Bangladesh	5	More Presenters	1
More Case Studies	3	Why Do Managers Believe Y But Act X	1
A-V Aids	1		

[3] 9. From the list below, check those topics that are of interest to you for future executive development seminars:

9	Employee Motivation
15	Managerial Decision-Making
6	Employee Performance Appraisals
6	Employee Compensation and Benefits
9	Strategic Planning
12	Job Planning
2	Supervision
4	Working with the Government
4	Delegation
9	Training of Subordinates
11	Management Information Systems
7	Organization Development (Mission Statement, Organization Philosophy and Objectives, Individual Job Descriptions and Objectives, etc.)
5	Microcomputers
1	Keyboarding (for interactive use of computers)

Add others in which you would be interested:

Problems of Employees and Their Solutions (1)

Please provide any other comments about this seminar or about executive development in general on the back of this sheet.

Appendix 13

National confce on problems of entrepreneurship begins today

A two-day National Conference on "Problems of Entrepreneurship and Business Management in Bangladesh" will commence to-day at the Chittagong Chamber of Commerce and Industry Conference Hall, says a press release

The conference is co-sponsored by the Bureau of Business Research of the Chittagong University and Aisa Foundation Dhaka in association with the Chittagong Chamber of Commerce and Industry. Approximately one hundred eminent scholars businessmen and professional managers from home and abroad are expected to attend the conference. The conference will be in-augurated by Professor Muhammad Ali, Vice-Chancellor, University of Chittagong while Professor Muhammad Yunus, Managing Director of the Grameen Bank will be present as a special guest.

Confce on problems of entrepreneurship in Bangladesh begins tomorrow

A 2-day long first national conference on "problems of entrepreneurship and management in Bangladesh" under the auspices of Chittagong University Business Research Organisation, will begin tomorrow at 9 a.m. at the Conference Hall of Chittagong Chamber, says a press release.

Professor Mohammad Ali, Vice Chancellor of Ctg University will inaugurate the Conference while Prof. Mohammad Younus, Managing Director of Grameen Bank will attend as special guest.

From: The Daily Life, September 12, 1985, p. 6 ("Confce on problems. . .)
September 13, 1985, p. 1 ("National confce. . .)

Appendix 14

STEPS IN WRITING CASE STUDIES
Pfizer Laboratories (Bangladesh) Ltd.
September 15, 1985

1. Identify a current or past management problem that does not have a "correct" answer, i.e., to be an appropriate problem for a case study, there must be several optional actions available for resolution.

2. Provide background necessary to understand the problem.

    (a) Industry
    (b) Company
    (c) Department

3. Describe the details leading up to the problem--present several perspectives, if possible--e.g., management, supervision, labour, customer, etc. These should be as complete as possible--facts may be relevant or irrelevant, as were present in the actual situation--include source documents where applicable--humanize the case, as appropriate, with peoples' names, conversations, product names, etc.

4. If the participants are not experienced in working with case studies, you may want to provide some directed questions to help them focus on the problems of interest to you. Otherwise, experienced participants should be allowed to identify the problems without such assistance.

p.5

THE BANGLADESH OBSERVER

DHAKA THURSDAY SEPTEMBER 5 1985

Quality Management

Recently the British Prime Minister Margaret Thatcher has carried out a major cabinet reshuffle. The Iron Lady has declared that the Prime objective of this change is to improve the efficiency of the administration by putting the right man in the right place as well as by introducing new blood in the management of the nation. Thus the steps taken do not represent a mere political move but rather a move towards quality management.

The importance of quality management in economic development can hardly be overemphasized. A cadre of qualified managers starting from the top of the administration to lower levels is essential for pragmatic planning, for effective decision making and for proper management of the affairs of a nation. The key to building up such a cadre is to put the right men in the right places. At the same time to enable the management to cater to the need of the changing time and to give it a dynamic, innovative and imaginative character, it is necessary to attract young talented people to the administration.

But in underdeveloped countries, the criterion of putting right men at right places is often set aside. In these countries, appointments are often made on personal interests and partisan considerations. Expertise does not get its proper treatment and qualifications are often neglected. Similarly the establishment loves to cling to traditional ideas and does not seem to be keen to welcome new ideas, better suggestions and younger talented people with innovation, imagination and dynamism. As a result, the administration becomes characterised with inefficiency, mismanagement and corruption, and the whole nation suffers in every walk of life.

Our economy is beset with a host of problems in every sector. You name it and we have it. There are problems of poverty, malnutrition and low standard of living. In our agricultural sector, the productivity is low, unemployment is high; we have very few cattle and poultry and our pisciculture is quite undeveloped. In the industrial sector, we inherited not only a small industrial base but over the years through non-pragmatic and wrong policies much of this base has been destroyed. We have negligible natural resources and we have failed to build up a robust economic and social infrastructure.

Under such circumstances we need such people in the management of the economy who would not only advise the people, but who can set examples before them. And to do that we have to put right men at right places. That goes for people who are at the top of the departments down to the lowest level. We need such people who are pragmatic, imaginative and dynamic. Not only are they themselves required to work hard, but they are also required to impart the virtue of work to other people.

Such a cadre may formulate pragmatic plans for the development of every sector of the economy and through individual initiatives they can execute such plans. They can individually play a role in the proper implementation of those plans. In this way they can set examples for the people and can induce the latter to participate in the development process.

This cadre of management must be honest and committed. They must be guided by justice, fairness and law. In recent times cases have reportedly been brought to the courts with the allegation that in awarding the construction contract, the administration at the Upazila level has been mainly guided by favouritism. This is unfoturnate and such situations must be avoided.

Our economy is very badly in need of a proper direction. Only committed, honest, hardworking professionals at right places can give the economy the required direction. There is, in fact, no alternative to quality management.

From: The Bangladesh Observer, September 5, 1985, p. 5.